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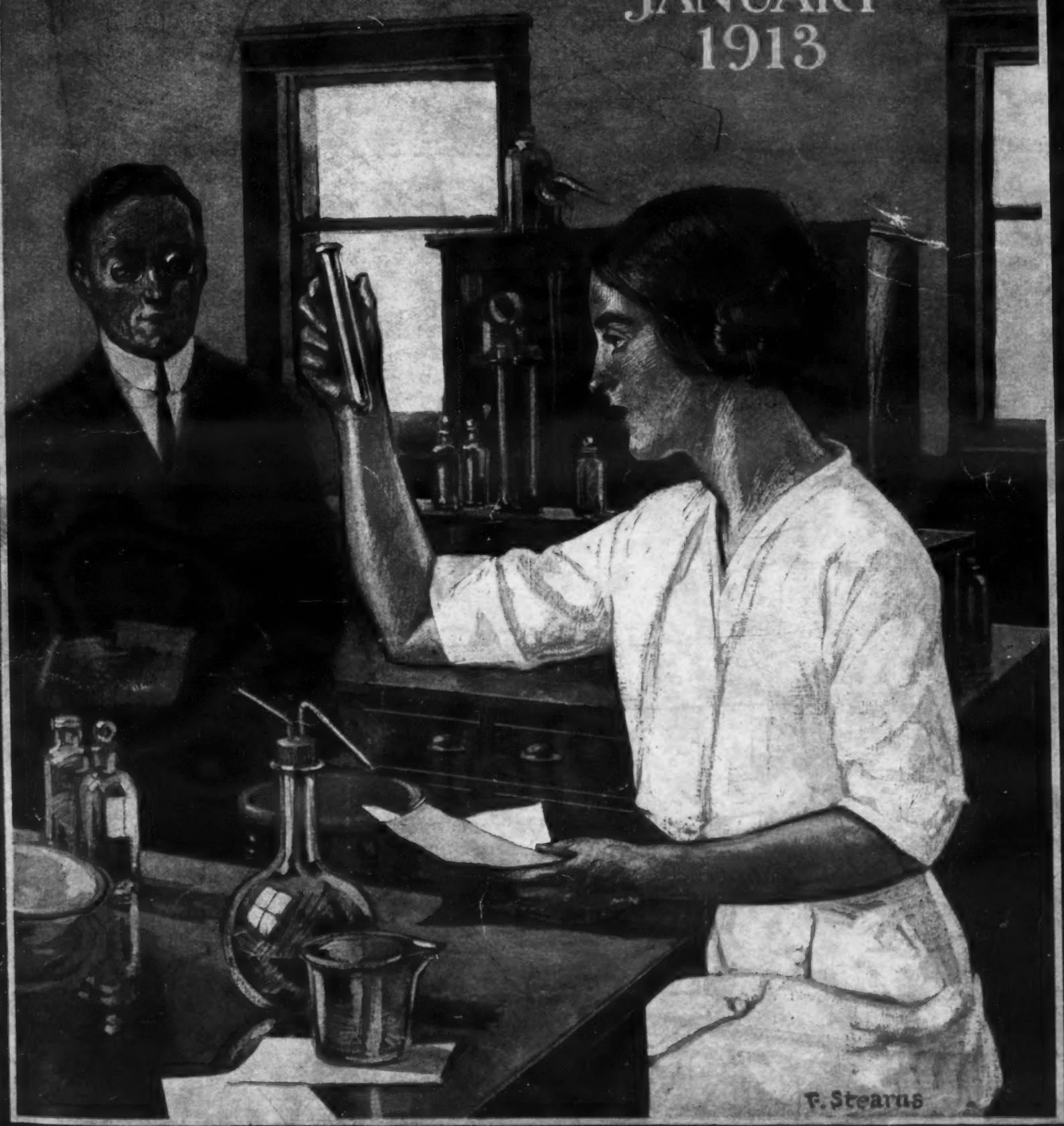
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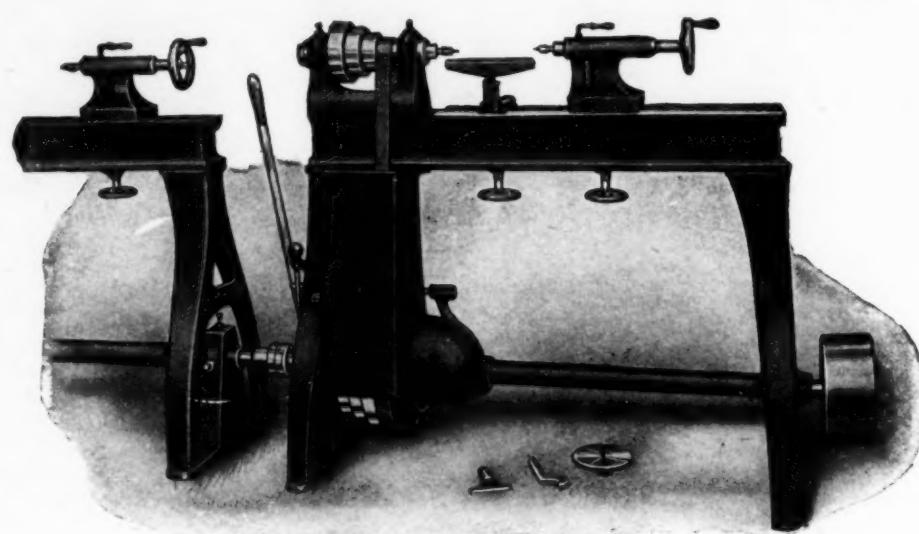


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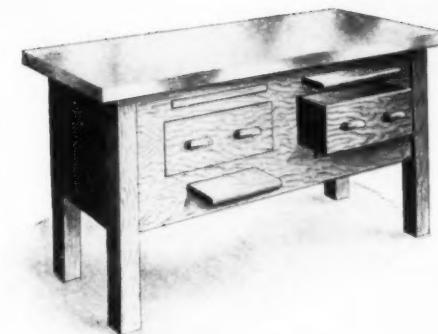
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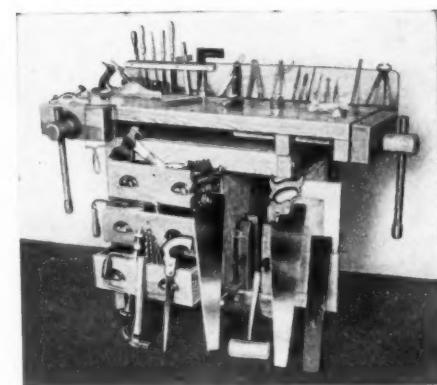
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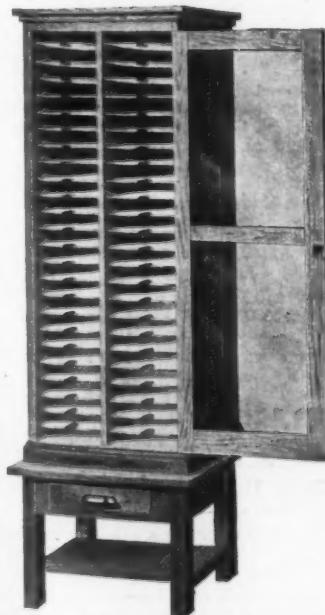
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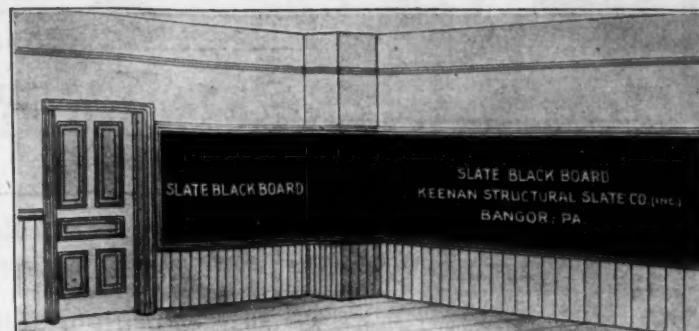
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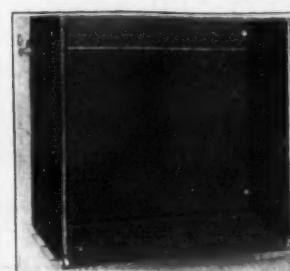
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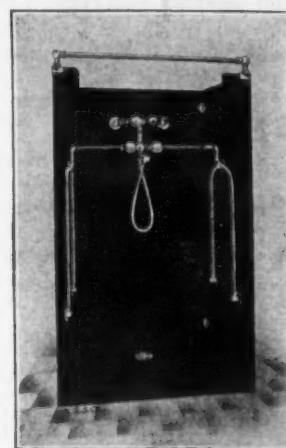
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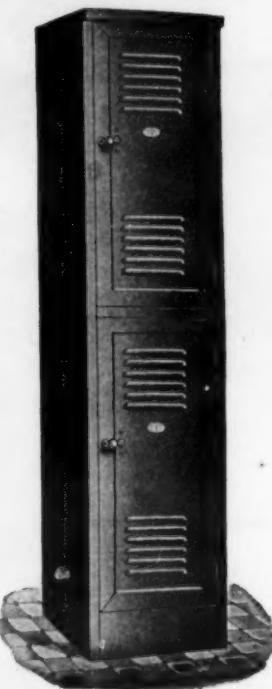
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**Vol. 46 JANUARY, 1913 No. 1**

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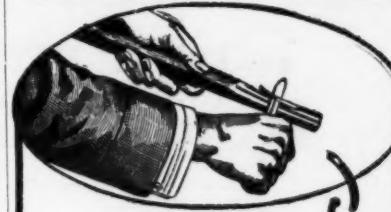
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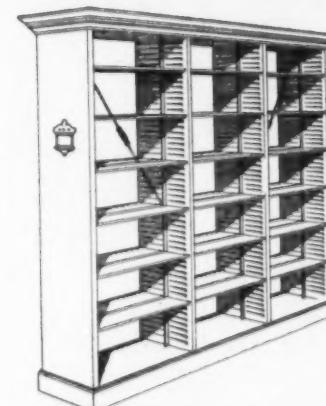
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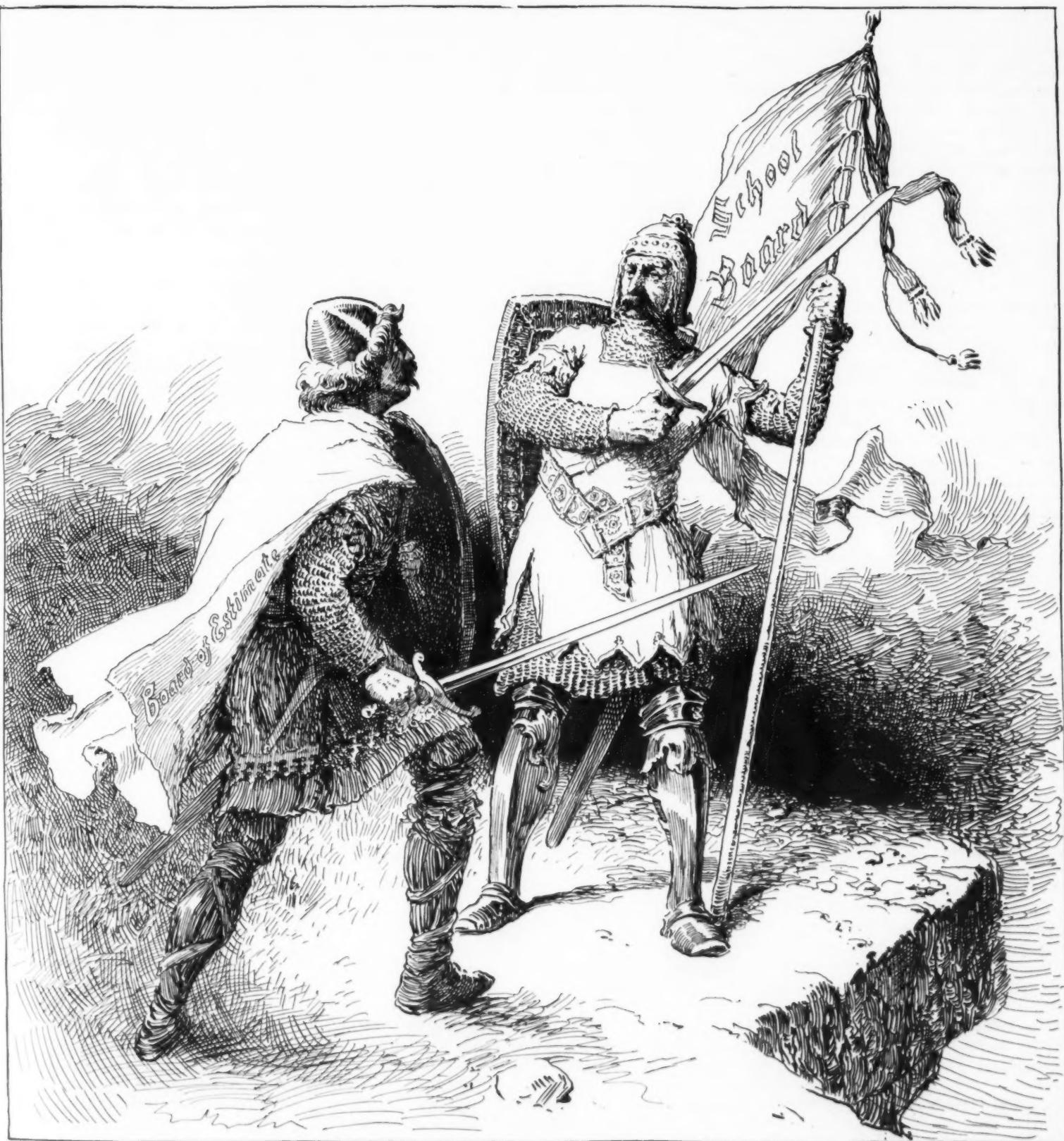
# School Board Journal

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## THE NEW YORK SITUATION

MACBETH: (*Board of Estimate*). Before my body I throw  
My warlike shield: Lay on Macduff  
And damn'd be him that first cries,  
"Hold, enough."—Macheth, Act 5, Scene 7.

# THE MOTION PICTURE IN EDUCATION

Second Article

By JOSEPHINE REDDING, Member National Board of Motion-Picture Censorship, New York City

There has never been a time since the motion picture as we now know it, began to be shown before audiences when many educators in many different parts of the country did not clearly perceive the educational potentialities of what was put out as a form of amusement. And it will undoubtedly be good news to these progressive teachers when they learn that a number of the leading film manufacturers have arranged for a special service for schools, in charge of an educator. This specialized service has been devised so that schools, churches, settlements and other organizations may pick out the films that suit their especial purposes. If these groups were left only with the regular commercial service, it would be impossible for them to adapt the motion pictures to their purposes today, as the commercial service does not admit of any individual preference being considered.

It is interesting to note that in spite of the fact that the public demand for story and comedy pictures have been from the first very exigent, there has still been a sufficiently large number of patrons of photo-play houses who have encouraged the cultural type of pictures to such an extent as to make it profitable for the manufacturers to bring out a certain percentage of them. And it is these especial pictures which present graphically facts in art, nature, literature and science that constitute the so-called educational films which are immediately available. Schools, lyceums, colleges, social and philanthropic associations and churches have for some time been demanding easy access to the class of film they prefer, and it is because of the wide-spread interest thus indicated in the educational film that its more extensive use in schools is being urged. Even though no "teaching pictures" have been developed thus far, there is ample evidence given in motion-picture houses by the attitude of children and youth of both sexes toward educational subjects, that they could be made under an intelligent teacher of great value in stimulating an interest in school studies.

If the school is to get the utmost service out of the educational film, it should own its own motion-picture apparatus which can be set up in different classrooms as required, to excite interest in a lesson, or to supplement it by a dramatic presentation of an historical event, or by a picturesque showing of a geographical fact. The apparatus should be moderate in price to be generally available, and in order that the greatest use can be had of it, the machine must be able to carry a standard size film. An apparatus suitable for school use which meets the requirements of low cost and entire practicability and one that has stood the test of expert mechanicians, can be had in two grades, one at \$75, and the other at \$125. All the best makes of the motion picture machines used in the photo-play houses can be had at a uniform price of \$225. There are several standard makes.

As an aid to teachers in the selection of available pictures for school use, there has been prepared a classified list of such film subjects (which can be had on order) as are easily adapted to teaching purposes; the program, as it may be called, being prepared to cover a forty-week school period. Among the studies comprised in this helpful classification are American history, universal geography and literature. The history subjects for the United States include discovery, inter-colonial wars,

the Revolutionary war, the Civil war, the Reconstruction period, and also some recent notable events. Naturally, the subjects do not cover many events in each period, nor are they treated exhaustively as in textbooks, but interesting events are dramatically presented and many stirring scenes are given. The following titles indicate a few of the subjects treated, (the films are produced by the manufacturers that turn out technically excellent work):

The Landing of Columbus, three reels.  
Life and Customs of the Winnebago Indians.  
Fighting the Iroquois in Canada.  
Colonial Virginia.  
Buying Manhattan Island.  
Boston Tea Party.  
Paul Revere's Ride.  
Battle of Bunker Hill.  
Declaration of Independence.  
How Washington Crossed the Delaware.

A number of films are also given under the general subjects, such as Early Exploration, Farming in the West and in Mexico. Also there are the Mexican War, Scenes from the Civil War, Incidents of the Spanish-American War; Battle Hymn of the Republic; Uncle Tom's Cabin. Among the recent events told in the film are the Panama Canal in 1911, and a second film shows it in 1912; the New York State Barge Canal, and Airship Flights. The physical geography films include mountains, volcanoes, clouds, lakes, rivers, oceans, life on the earth, life in the air, life in the water. Historical geography is divided into people, travel, industries, manufactures, cities. Under North America some of the interesting films are the Ways of the Esquimaux, Trip over the Rocky and Selkirk Mountains, Wonders of Nature. South America, where the sub-divisions noted above are carried out, has among interesting films, South American Indians; Old Silver Mine in Peru; Rubber Industry on the Amazon.

Under the head of Europe sixteen countries are represented. Among the films are:

Ancient and Modern London.  
Paris as Seen from the Eiffel Tower.  
Fishguard Harbor, Wales.  
Edinburg and its Castle.  
Ascending Mont Blanc.  
Sights in Berlin.  
Ancient Castles in Austria.  
Venice on the Grand Canal.  
A Visit to Madeira.  
A Trip through Russia.  
Around Constantinople.  
The Gota Canal in Sweden.  
The Laplanders.

Under Asia there are offered, A Trip Through China; People of the Arabian Desert; Jerusalem; A Visit to Bombay.

In the African country the films, among other subjects show, Under the Palms in Tunis; In Morocco; The Egyptian Soudan; Along the River Nile; Life in the Congo.

Under what is called a progressive road to reading by motion pictures, the divisions are animals, birds, flowers, Christmas stories, mythological history, poetry and modern stories. Some of the subjects are Jack and the Beanstalk, Alice in Wonderland, Mother Goose, A Tragedy in Toyland, Humpty-Dumpty Circus; With a Traveling Menagerie, Three Kittens, Night Before Christmas, Moscow Clad in Snow, Joan of Arc. In English literature there are film subjects founded upon the work of Shakespeare, Dickens, Scott, Tennyson and Thack-

eray, these authors being represented by one or two examples. Among these are the Taming of the Shrew, Tale of Two Cities, Lady of the Lake, Enoch Arden and Vanity Fair. Some of the American authors drawn upon are Mrs. Stowe, Mark Twain, Helen Hunt Jackson, Hawthorne, Cooper and Irving. Among the stories selected are Uncle Tom's Cabin, The Prince and the Pauper, Ramona, House of Seven Gables, Rip Van Winkle, Deerslayer, and Leather Stocking.

A fair idea of these classified school course films may be gathered from the foregoing statements in regard to them, and teachers can easily decide for themselves what films are best suited to their classroom needs after they have consulted the full catalogue. Those schools in which, for one reason or another, it is not considered desirable to use the pictures daily in the classroom, might to the profit and pleasure of their charges set apart all or a part of Friday afternoons for the motion picture form of education. Upon these occasions very interesting programs can be made up of different educational subjects, some of them, at least, being selected for their dramatic qualities. The interest of the Friday afternoon story hour, which has been introduced in some schools, could be greatly increased if the stories were at least sometimes selected so that one or more of the films could be adapted to their illustration. It is most desirable also that all motion pictures shown before school children should be accompanied by ample verbal explanation, a feature which it would be well to include in programs wherever films are shown.

National holidays, such as the birthday anniversaries of Lincoln and Washington on the 12th and 22nd of February, Decoration Day in May, Columbus Day in October, Thanksgiving Day and Christmas could be made more enjoyable to the children and the significance of the occasion be more strongly impressed upon them if the afternoon of the previous day or at least an hour or two of it, were devoted to appropriate exercises with topical motion pictures as the central attraction.

Where it is not feasible for the schools to own their apparatus, the children attending them can still have opportunity to benefit from the educational film service if the school authorities in the districts can induce the picture house manager in the neighborhood to undertake educational film matinees. The usual run of exhibitors are, of course, interested solely in filling their houses, and if it could be demonstrated to them that a Saturday matinee service from 2 to 6 P. M., especially prepared for school children, would be profitable, there would usually be no trouble in securing their co-operation. If any such co-operation between schools and selected motion picture houses is attempted, it would be incumbent upon the teachers to make a point of bringing the matter of the matinee regularly to the notice of the children, and in some instances it might be desirable to have some of the older pupils act as a publicity committee. Upon the teachers, also would devolve the task of making up a weekly program, which with verbal explanations should occupy about fifty minutes. This length of program will admit of the house being filled and emptied about four times in the afternoon. The exhibitor would probably insist upon being able to fill his house about four times in order to make it profitable.

(Concluded on Page 50)



## The Simplification of the Elementary School Curriculum

By Supt. EDWARD S. LING, Lock Haven, Pa.



It is proposed to set forth briefly here the need for, and the method and purpose of, a simplification of the course of study for the elementary schools. In spite of the extensive discussion of this subject during recent years conservative forces have operated to prevent any changes or have retarded the transformation that has been admitted to be necessary. The presumption is that additional discussion is not superfluous.

In the first place it is agreed that the method of formation of our curriculum has not been at all scientific. It might be termed accidental. It has been a process of accretion. To the program of studies in use fifty years ago in American schools many things have been added, partly because in graded schools there was more time for them, and partly in spite of the fact that there was not time enough. In the same interval very few things have been dropped from the program, at least not until very recent years. The additions to the simple courses of two generations ago have been in response to a popular demand more or less intelligent. Even in cases where the additions were partly influenced by the fact that other towns were having them, the agitation has started more frequently among the laity than within the professional ranks. This is easily proved by the outcry when the proposition is made to eliminate any entire subject from the course.

### Causes of Criticisms.

It is very apparent at the present time, however, that certain members of the laity are somewhat appalled at the result of this cumulative process. Many physicians are attributing to a crowded, they more probably would say overcrowded, curriculum many physical ills to which they find their youthful patients falling victims, notably nervous breakdown, anemia, defective eyesight. Parents have been rather quick to agree to this opinion. Business men say that we are sacrificing thoroughness to extend our courses and they speak acridly of the connection between fads and superficiality. They note particularly the lack of accuracy in arithmetic, spelling and grammar. Their cry has been "Back to the three R's!" Editors of newspapers and magazine writers have seen good copy in this criticism of a great public institution. They have therefore taken up, rather hysterically in some cases, a hue and cry against the deficiencies and delinquencies, real and fancied, of the public school system.

Although much of this criticism seems to be lacking in intelligent discrimination, fair-minded educators are willing to recognize an element of justice in both phases mentioned. Other causes of nervous disorders thrust themselves on the notice of all thoughtful parents and teachers. Child life has not been adjusted to the complexity of our modern social environment. It has been caught in the whirl. A reaction has already set in against the unrestrained liberty accorded to children. Greater

simplicity is recognized to be necessary in their upbringing. The late hours, unwholesome excitement and improper diet will be ruled out as the people gain in wisdom. In the meantime the school need not assume the responsibility for all the nervous collapse among children, but it must recognize the conditions and adapt itself to them, so that not even a straw is added to the burden unnecessarily. Neither will it do to say to business men that they are expecting from the children of today the accuracy demanded of trained adults of a generation ago; that our pupils spell better and are more accurate in arithmetic and grammar than pupils of equal age a generation ago, though these statements are capable of proof. It is plain that the broader field of educational material upon which we are working today cannot be cultivated as thoroughly in the same length of time. Even graded schools and longer terms do not make it possible to equal the intensive work on a smaller field.

The above criticisms are accentuated when it is proposed to reduce the period for elementary education to six years, desirable as we believe this arrangement to be. We believe that considered together these reasons are of sufficient importance to call for a readjustment and simplification of the course of study.

### Eliminating Non-Essentials.

There are various methods by which the desired simplification may be attained. These have been agreed upon rather definitely and are being applied in many systems. We review them here.

First by the elimination of non-essentials from the subject matter in use in the schools. While the number of subjects taught has been more than doubled within the last fifty years, very little has been done until recently to limit the range of topics in the various branches. The textbooks of even twenty years ago were compendiums of information in their respective fields. They were books of reference as well as textbooks. All of this material was considered of equal importance and was religiously drilled into the minds of those who could stay in school sufficiently long. Conservative communities in certain sections of the country have these textbooks still in use. It should be the duty of some administrative power to eliminate from the course many unessential parts and to designate other parts which are to be touched upon lightly. This should not be left to individual teachers to determine. It is the duty of some one who surveys the broader field and who can unify the work of a large number of schools. Writers of textbooks are responding to the change in opinion on this matter and are giving us textbooks in which the eliminations are made. Where the proper kind of textbook is not available, the eliminations should nevertheless be made.

There should be little hesitation in leaving out of the course in arithmetic the following

topics: Greatest common divisor and least common multiple, which will be superfluous when we conclude to be sensible about the size of the denominators of the fractions which we use; apothecaries' and Troy weights; surveyors' tables; tables in paper folding; problems in reduction, ascending and descending, in which more than two units are involved; compound proportion; true discount; long problems in compound interest; annual interest; formulae in percentage; partial payments, except short problems in the U. S. rule; equation of payments; partnership; cube root. Mental arithmetic should be made a part of the regular work in the subject but should be eliminated as a separate subject. All arithmetical conundrums should be eliminated from the serious work of the school. Several topics should be touched lightly, notably, longitude and time, foreign exchange.

### Grammar and Spelling.

From the textbooks in Grammar should be left out the mass of notes, exceptions and false syntax that cumbered the pages of the old-time text. A book on this subject should be a working tool for boys and girls and not an umpire to settle all disputes in forms of language. It should conform to the modern idea that more time should be devoted to practice in the language and less time to technical grammar, leaving more of the latter for the secondary school. Undue emphasis is put upon gender and number of nouns, comparison of adjectives and adverbs. A brief treatise supplemented by lessons in spelling will be found sufficient. Much difficult and intricate analysis, especially of idiomatic speech, is out of place in an elementary course.

The spelling books should be pruned most thoroughly. The list of words offered should be those which are the common possession of boys and girls of the age and grade to whom they are offered. This list should be supplemented by the local school authorities. The danger lies in presenting too many words.

In the subjects of history and geography there is left in the textbooks of today little that needs to be eliminated. The simplification needed in these subjects is better brought about by another method.

Where physiology is taught the textbooks should be strong on the hygienic side and on sanitation. A large amount of technical anatomy is not desirable. There should be merely enough of anatomy taught to build up an intelligent idea of the functions of the various parts of the body.

These specific eliminations have been suggested in order to avoid the charge of vagueness sometimes brought against the advocates of this method of simplification.

### Teach Essentials Only.

Another effective method of reaching this same end has already been indicated in the foregoing statement, namely, by the clearer de-

## School Board Journal

lineation of the essential. After all non-essentials have been omitted from the textbooks and from courses of instruction, there still remain many topics of relatively minor importance. Much time and effort on the part of teachers and pupils would be saved if some central authority would designate the parts of the subject which should be studied intensively and the parts which are to be given less emphasis. There should be also a division of certain parts of the subject matter in any branch of study among the various grades more specifically than has been the case in the past. This again is a matter which teachers cannot determine. It should be the work of a superintendent or of a state department.

It is a matter of general agreement, for instance, that, under the present organization of our elementary school system, the fundamental operations of arithmetic should occupy the time of the second, third and fourth years, to be reviewed later, of course, but with very little of fractions in those years; that the fifth year be devoted specifically to fractions, with a review of the work of previous years filling in; that the definite work of the sixth year should be decimals, while the seventh year should take care of percentage, with the understanding that in each year the necessary reviews would be given of the work of previous years.

In the language group the first three years are concerned with the acquisition of the written and printed forms which represent the words which the pupils already possess in their spoken vocabulary, the correction of certain common errors of speech, and the development by story-telling of greater freedom in the use of language. Later years develop the pupil's vocabulary, new words being constantly gleaned from the study of new things and new pieces of literature, and by carefully graded steps they develop the power of expression in speech and writing; the use of correct forms in capitalization and punctuation is taught from the beginning, to each grade being assigned its part suited to the stage of development of its pupils. By dividing we conquer.

### Confusion in History and Geography.

Particularly in the study of history and geography there is needed a clearer delineation of the essentials. Here the wealth of material is so great and the field so broad that teachers and pupils alike are confused by it. Many teachers, failing to grasp the essential things, are demanding of their pupils an exhaustive study of every part, an appalling task, and one which causes dislike of these subjects which

on account of their human interest should be fascinating to every boy and girl. As a result also they are so lost in a maze of facts that nothing stands out clearly. Now the fact is that the essential things are few in number and can be quickly grasped if presented aright. A systematic outline of the great facts of our history should be made the subject of somewhat intensive study, part of this in each grade which is concerned with the subject. Then the wealth of intensely interesting story material should be gone over to fill in this skeleton and make it a living reality, but without an attempt to commit it all to the scroll of memory. It is better to study a few typical settlement enterprises or a few typical exploring expeditions than to try to cover all with equal intensity. In the geography of each continent there should be substantial agreement as to the essential facts to be studied more or less intensively. Some will require only a comparatively brief time for their presentation, Asia and Africa and South America, to be specific, as compared with North America and Europe. The element of human interest furnishes the key to the selection of the essential features. If this were done it would not only result in better work but it would make these subjects a joy instead of a nightmare to many teachers and pupils.

### Correlation a Third Solution.

A third means of simplifying the course is to be found in more efficient correlation. The subjects in the curriculum are yet far too generally taught as separate entities, as though there were no overlapping and connecting relations. The language group is capable of much condensation. Spelling dictation lessons supply the necessary opportunity for teaching capitalization, punctuation, paragraphing, stanza forms. Other spelling lessons teach plurals, possessives, abbreviations, contractions, comparison, and such like matters which are essentially matters of spelling. The reading lessons supply the materials for oral and written reproductions. There is no need for a separate language textbook in the hands of pupils below the fifth grade. Other fields furnish the best possible material for language work, notably nature study, geography and history.

The drawing, manual training and other constructive work should bear on reading and other language studies, on history and geography, and perhaps especially on the arithmetic. It may be so taught as to bind the entire curriculum into a closer union. History and geography are very closely related and the contact should be utilized to strengthen both. In short the

entire scope of the school's activities should be closely scanned for opportunities of bringing our material into closer unity. It will save time, effort and expense when this is done thoroughly.

### Purposes of Simplification.

The purpose of such simplification as has been suggested has already been indicated. It will help to relieve the nervous strain upon the children. It will make for greater thoroughness in those things which need to be taught thoroughly. But there are other and larger reasons which have only been hinted at. It will shorten the period for the completion of the elements in our field of education and will make possible the beginning of the secondary subjects at an earlier and more natural period. This will also operate in favor of the large number of those who must quit school at an early age in order to earn a living. Some of the older subjects in the curriculum have needed a pruning in order to permit the newer topics to have the time which their importance demands. We would simplify in order to enrich the course. Physical training, music, drawing and manual training, domestic economy, all these are deserving of a part of the school's time. We would make the really practical part of the curriculum more intensely practical in order that there might be time for the cultivation of the tastes in literature and art, etc., so that education shall not be a matter of the head only and not a mere bread and butter proposition. Where there is no vision the people perish. Men cannot live by bread alone. We are training boys and girls for life in the larger sense. Let us clear away the non-essentials in the so-called practical subjects so that we may have time to touch their young lives along other phases of their beings, the phases in which the real life of a man or woman is lived. We can then make better citizens of the Republic.

Superintendent H. L. Eby of Alliance, O., has conducted an experiment to find out the uniformity with which teachers mark examination papers. One of the papers submitted in an arithmetic test was passed to each of the teachers in the school system with the request that they mark the paper just as they would a pupil in their class. The resulting percentage ranged from forty to ninety-three. In the eighth grade, four teachers marked the paper fifty, seventy-five, eighty-nine and ninety respectively. In other words, one teacher would have failed the pupil entirely; a second would have estimated him as only fair and two others considered him practically in the excellent class.



W.M. N. SHEATS,  
Tallahassee, Florida.

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# Organization and Administration of Industrial Schools

By GEORGE M. FORBES, Professor of Education and Philosophy, University of Rochester

I shall deal with my subject in the concrete, i. e., by following an actual experience covering four years in the city of Rochester, N. Y., in the introduction of industrial education. My own connection with this work was as executive officer of the board of education and sympathetic student of the problems of this work. Mr. Alfred P. Fletcher, now assistant superintendent of schools in Rochester, is responsible for the constructive plans, suggestion and direction of experiments, administrative supervision and results so far achieved. Such an experience is instructive in so far as the community is typical, and in so far as the experiments undertaken are tried out to an extent sufficient to justify some general conclusions. The experience in Rochester extends over a period of four years and some positive and some more tentative conclusions are beginning to take shape in a way to be of possible value to others.

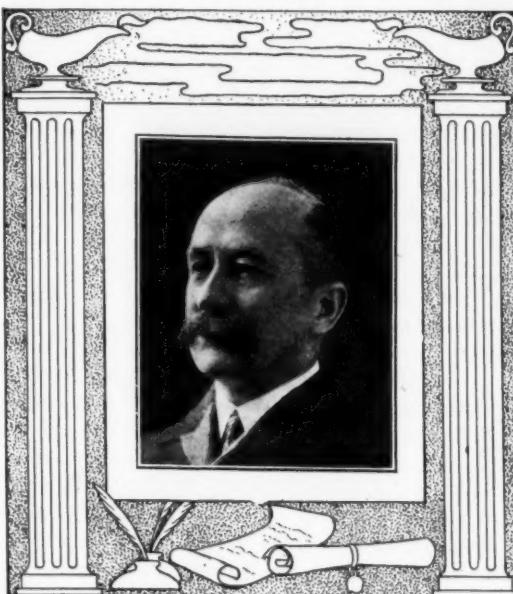
The first positive conclusion is that it is well to begin on a small scale. The facts are as follows: The instruction was at first limited to boys and to the age fourteen to sixteen. It was also limited to a single industry, cabinet-making. The building was an ordinary eight-room school building, which the shifting of population had made available and which would accommodate a maximum of 100 boys. The necessary alterations were made by the boys themselves under the direction of a competent teacher. The entire cost of the equipment including purchase and installation of machinery was less than five hundred dollars, and the school started with an enrollment of about fifty pupils.

## Value of Small Beginning.

The advantages of such a beginning were very great. One was that the school started with no shock, no disturbance, no resistance of the taxing authorities, no protests from conservative taxpayers. There was no campaign in which the advantages and probable results of industrial education, as a cure for educational and industrial ills, were exaggerated or over-emphasized in such a manner as to lead to inevitable disappointment and reaction. The possible opposition of union labor had been foreseen, and the matter threshed out to a favorable conclusion with the Central Trades and Labor Council before a step had been taken. Thus the community had an industrial school without an issue being raised and sides taken. Thus had come quietly into existence an agency for enlightening and convincing the community of the value of industrial education by concrete demonstration rather than by preliminary argument upon abstract principles and hoped for results.

A second value of the small beginning, and one which it is difficult to over-estimate, is *flexibility* in administration. Flexibility is essential to experiment and experiment is essential to the solution of any problem. The school was, it is true, a pioneer, being the first in the country of its exact type. Hence experiment was the very breath of its life; but so it is to any beginning in any community, for the individuality of community life and needs makes local adjustment an absolute condition of the success of industrial education. The school was then as an administrative proposition thoroughly, completely *manageable*, and the administration could at once attack the problem which

NOTE.—Few educators have had the unique opportunity of assisting in the organization and shaping the administration of a trade school as has Professor Forbes. His paper, presented at the Philadelphia meeting of the A. S. P. I. E. is a frank, concrete discussion of a most puzzling educational problem.



it was clear must take precedence of all others, viz., that of the synthesis, the amalgamation of school and shop.

## Amalgamating School and Shop.

Now the antithesis between these in existing practice was clear and sharp. The shop was real and vital, directly serving the community by creating and distributing values; but its aim was *profit*, its activities were all organized about the *product*, and the human factor was only one means to the sole end. In contrast to this, the school was artificial, isolated from the industrial struggle of the community, concerned solely with the human factor and indifferent to any material product. Was a synthesis of these factors possible? That was the first question. The answer obviously turned upon whether the school could be organized to produce a standard commercial product, meeting a real need of the community, and produced under something like shop conditions. The determined attempt to try this out was due to the conviction that if the school was nothing but a school, it would not get the boy; that nothing would appeal to the boy so powerfully as industry that was real, and not mere industrial gymnastics with waste of materials; that to rouse his pride and self-respect, there must be set for him something like the task of a man and the standards of a man.

The first requirement was a real demand for a commercial product which the school could supply. This was found in the school system itself. The demand for teachers' desks, manual training benches, bookcases, etc., was more than the school could supply and notwithstanding the subsequent expansions, the demand is still greater than the cabinetmaking division of the industrial school can supply. The same method was followed in the trades that were gradually added, and at present the actual needs of the school buildings demand all the labor available in the school, including cabinetmaking, electricity, plumbing, printing and carpentry.

## Girls' School Similarly Organized.

A school for girls was organized about a year later than that for boys and on the same plan. The same problem of community service was solved in a different way. In the departments of millinery and dressmaking the solution was found in offering to execute orders from the community direct, and these departments have always had more orders than they could fill. In domestic science the solution was found in a public lunchroom service conducted by the

pupils and accommodating not only the personnel of the school, but persons connected with neighboring establishments.

In these ways, channels were found through which the labor available in the schools might reach the community in genuine service instead of being wasted in more or less artificial processes. The result was precisely the atmosphere of reality and genuineness and the attitude of pride and self-respect and vital interest which was hoped for. This is illustrated by the results of experiments with more or less artificial incentives. At the first transition from school to serious labor, some boys were inclined to complain that they were getting no real benefit from their labor. This led to experiments with the rewards of various kinds including sets of tools and the privilege of making things for themselves.

The effect was not good. In fact, the stimulation of the selfish point of view was weakening to the community spirit, the teamwork spirit which had already appeared. The artificial incentives were abandoned and sole reliance placed upon the creation of an atmosphere of workmanlike pride in the product and in its service to the community. The ideal of a real shop, a standard product, and consumers thoroughly appreciative of the service rendered has proved to be the most permanent and thoroughly effective incentive without an element of selfish appeal. It is difficult to over-estimate the social and civic value of this attitude toward the work and toward the community.

## Organizing Shop Processes.

The foundation for a real shop having been laid in a permanent demand for a commercial product and the development of the spirit of the true artisan, the next serious administrative problem was an equally genuine organization of shop processes. For instance, the genuine shop makes use of every available source of economy and efficiency in production. On this principle power machines were introduced. They were guarded by the best known means and the boys were taught to use them, changing from one machine to another as fast as efficiency in the use was attained. It is worthy of note that in the four years of the school's existence no accident has occurred from the operation of a machine. Again, the genuine shop is not individualistic but co-operative. It secures efficiency through division of labor and large scale production. Accordingly, the school shop was organized to "put through" the product in wholesale lots. At least two dozen desks or bookcases, or other products were cut out and sent through at the same time. The arrangement of machines and distribution of space was such as to secure a continuous progress and the greatest economy of time, space and effort from raw material to completed product. Each boy was required to master in regular order each process necessary to the completed product and so understand the construction as a whole. Again, an up-to-date shop has some method of determining cost, and accordingly a system of shop cards was introduced which made it possible to fix with precision the labor-time for each process and so lay the foundation for a cost system.

Other experiments were made with a view to securing the closest practicable approximation to shop practice and methods were adopted or rejected according to the result. For example, student foremen were appointed for subordinate groups and this promised well and showed marked advantages, but was finally rejected wholly from the educational standpoint.

## School Board Journal

The student foreman and his subordinates missed important educative elements in the work, the penetration to the principles involved and the new insight which could only be secured by the illuminating suggestions and comments of the competent instructor. A time clock was installed with registrations of arrival and departure, and this has proved of permanent advantage and the shop day of eight hours for boys and seven hours for girls has proved most satisfactory after considerable experiment.

### School vs. Shop Atmosphere.

This will suffice to indicate the organization deemed necessary to secure the genuine atmosphere of the shop and introduce the boys and girls to a real industrial establishment conducted under conditions approximating those of the adult wage-earner of the community. How, now, could such a shop become also a school? The formal, artificial atmosphere of a school and the real atmosphere of a shop would no more mingle than oil and water and so the fundamental problem was to break down the formality and artificiality of the school. The solution depended upon finding upon what the formality and artificiality of the school depends and removing it. Reflection shows that this depends upon the assumed possibility of separating the formal or abstract or universal element in knowledge from the practical or concrete or particular element, and grounding the student in the one apart from the other, on the assumption that he may bring to practice, when the time comes for it, a complete knowledge of abstract principles.

The artificiality of the school then consists in its dealing with abstractions, isolated from fact and from practical achievement. Obviously this artificiality is removed when fact and law are seen together in their natural and indissoluble unity; when the needs, the exigencies of actual achievement compel a deeper study of the facts and a discovery of the law in order to solve the problem of shaping the materials in hand to the imperious demand of the human need. For the same reason a shop isolated from a school cannot give an industrial education, because manual skill in the imitation of industrial processes is not industrial education. The skilled imitator, it is true, has a certain training acquired under the law of habit, but he cannot be called educated until his skill is intelligent, is guided by principles intellectually grasped and so able to meet new situations and solve new problems. The school and the shop come back out of their artificial isolation when the needs of intelligent practice

compel the more thorough study of facts and demand the guidance of laws and principles.

Under the influence of this conception, much progress has been made in the union of shop and school. At first, school time and shop time were sharply divided, four hours being given to each. The school teachers were distinct from the shop teachers, and the school was conducted in the ordinary way, except that the selection of subject matter was made with reference to shop use. Now school teacher and shop teacher are the same for each particular trade and the group that is studying it, e. g., cabinetmaking, electrical work, plumbing, printing, carpentry. The head of each of these departments teaches the necessary knowledge of materials, scientific principles, the mechanical drawing, the shop theory and also the mathematics involved in the computation of cost and the making of estimates, all of which teaching is, as it were, done *in situ*. It is vitalized by its necessary relation to successful practice in the daily work of the shop.

On the other hand, the subjects which recognize that the boy is to be bigger than his immediate task, that he is to be in sympathetic touch with all industry, and is to be citizen as well as workman; in short, the subjects which pertain to all trades alike, e. g., English, the elements of physics, industrial history and geography, these are still taught by separate teachers in combined classes. But the central problem of such an institution viewed as a school is not in the method of instruction important as that is. The truth is, that just as when viewed as a shop its problems center in the *material* product and the necessary organization for its efficient production and disposal, so when viewed as a school its central problem is in the selection and disposal of *human* product, the boys and girls who are being prepared for industrial life.

### Selecting the Pupils.

First regarding selection, the original school was intended for boys from fourteen to sixteen, as being the normal period of transition from elementary school to skilled industry. The intention was to meet the needs of two classes of boys:

First, those who through economic pressure could no longer continue academic studies, and who, though adapted to skilled industry, were shut out by immaturity and by lack of preparation, and so forced into trivial employments. The chief guide here was the Report of the Massachusetts Commission.

Second, the big boys, dull and backward in

book studies, who showed zest for manual training and were presumably capable of skilled industry. These were selected to relieve the elementary school of one of its most serious problems. Both classes were admitted on equal terms, but the backward were found to preponderate and to give tone to the school. Experience soon showed their inferiority, even in shop work, to the boy who had successfully completed the work of the elementary school, and to complicate the situation, this led to an embarrassing social alignment among the pupils. Subsequently, the Binet mental tests were applied throughout the whole system and many of the big, backward boys were found to be subnormal or borderline cases in mental capacity. The problem was solved by the formation of a separate school where the instruction could be adjusted to their capacity, and this arrangement has been found to furnish the needed relief to the elementary school.

The experience was precisely the same with girls, and shows that industrial schools cannot be used, except in rare cases, to transform the dull and persistently backward boy or girl into skilled industrial workers. Success presupposes the securing of an all-around mentality fully up to the normal average, and selection of pupils is now made according to this standard.

### Selecting a Trade.

But, when this is achieved, a more serious problem remains. For example, when a certain number of boys, graduates in good standing of the elementary school, have been selected, what assurance have we that they are fitted for industrial life? The decision to enter the school may be based upon the most irrelevant motives on the part of both parents and pupils. Even if these pupils were studied carefully from their earliest school years with a view to discovering their inborn disposition, instincts and aptitudes, they may still be too immature in most cases to reveal their deepest and most permanent interests, those which are of real value for vocational guidance. And even when we become satisfied that industry is the field in which they can serve the most happily and efficiently, experience shows that the problem of the particular industry is a most important and a most difficult one. The experience of F. Albert Marshall, a pupil in the State School at Bridgeport, Conn., illustrates the latter problem. When he entered the school he was very sure that he wanted to be a machinist. That department being crowded, he was persuaded to spend two months in the printing department, and then was transferred to the machine depart-



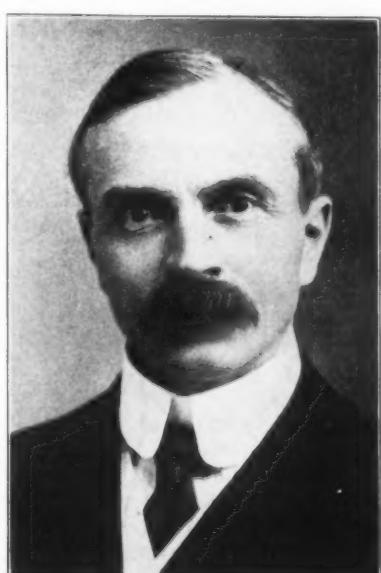
W. D. ROSS,  
Topeka, Kansas.

\*Re-elected.



C. G. LAWRENCE,\*  
Pierre, South Dakota.

Recently Elected State Superintendents of Public Instruction.



MASON S. STONE,\*  
Montpelier, Vermont.



JOHN W. BRISTER,\*  
Nashville, Tennessee.

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ment. This accidental circumstance determined his future. A tryout of two months in the machine department convinced him that he liked printing better, and he was allowed to return to that department. Recently a contest in the designing of title pages, open to printers' apprentices, was held by the Inland Printer, a magazine of the very highest standards. There were seventy-five contestants and 107 designs were submitted. Twenty-two states and several foreign countries were represented in the contest, and yet Marshall won first place over all. Now, without the tryout that Marshall accidentally secured, is there any good reason to suppose that his deepest interest would have been tapped or his extraordinary talent developed? This is an extreme case of instances so constantly occurring in the school that it has crystallized into a definite plan of administrative action so as to insure a tryout for each boy in each of the industries now offered in the school, with a view to a selection which will ensure the most permanent interest and efficiency.

The Factors Fitting for Vocations. The trying out of the more general question whether the boys admitted are or are not misfits in the industrial field as a whole, involves a still larger and more difficult problem, indeed one of the most imperative and difficult problems of modern education. We may put it this way: First heredity fixes absolutely beyond alteration the individual aptitudes, instincts, dispositions and capacities upon which the greatest success and efficiency of any individual depends. Second, these hereditary powers will not develop except as they are roused and enlisted by the appropriate stimulus in each case. If not so stimulated, they will atrophy and perish from disuse. Third, they can only be appropriately stimulated as they are known either by the individual himself or by those who undertake to guide him. Fourth, those interests and instincts which are deepest, and most permanent, and so most significant, are not reached in most cases by the superficial stimuli of casual youthful experience. They come to light and to life only through a cer-

tain intimate and vital contact with the activities which are capable of making the decisive appeal and the decisive revelation of the soul to itself and to those who are directing its development. The fifth and final link in this chain of dependent factors is the necessity of bringing the plastic individual into this more intimate and vital contact with varied stimuli at that adolescent period when the deepest interests are ripening and may be most effectually reached and aroused. The links of this chain then are: Fixed hereditary aptitude, appropriate stimulus, knowledge of stimulus by trial and finally variety of stimuli essential to securing this knowledge.

### Mobility Needed in School Courses.

This means that for the adolescent period there should be no fixed and changeless course of study, but rather the greatest mobility; it means that change of course for many pupils during this period is not necessarily waste, but may be the only path to success, and that the education of the whole period is properly ten-

(Continued on Page 50)

## EARLY-DAY SCHOOL REPORTS

By CLARENCE H. LE VITT

One of the earliest, and at the same time one of the most painful school reports, was made by an old Suabian schoolmaster of the 17th century. He taught fifty-one years and every day made a single entry record of his achievements.

Strange to say, this report ignored entirely such "values" as deportment, study, the laggard, et cetera, and devoted every item to Spankistry in some form or other. In all the joyous annals of Spankology there is no more conscientious and painstaking effort toward exactness than here.

We don't know his name so we'll call him Professor Swatem. The Professor always had his spank day-book at his right hand, and every time he gave a dose of his medicine, credited the victim by making an entry under the heading "kneel on peas," "fools cap," or "snap on hand," as the case might be.

Here is his balance sheet, a report covering fifty-one years, and published after he had passed into the land where every day is a summer vacation on full pay:

911,527 blows with cane.  
125,010 blows with ruler.  
20,896 blows with the rod.  
136,715 blows with the hand.  
10,295 blows over ear.  
7,905 blows over mouth.  
111,000 snaps on the hand.  
22,763 nota bene.  
727 boys kneel on peas.  
613 boys kneel on tacks.  
6,134 boys kneel on sharp-edged wood.  
1,701 boys hold rod in the air.  
8,000 blows for errors in Latin grammar.  
76,000 nota bene for same.  
22,700 tasks by heart.  
5,000 wore fools cap.  
3,000 words in scolding vocabulary.  
113 scolding terms of his own invention.

Roughly speaking, Superintendents' Reports may be divided into three periods. Period one extends from the beginning of our history down to 1850. The reports in this period were made by the School Committeemen or Controllers who had little or no teaching experience. The great moral purposes of education were emphasized and the financial and educational neglected. The Superintendent had not yet made his debut in the educational world, and the devil was thought to occupy a front seat in every little Red Schoolhouse in the land. The teacher had not passed beyond the "Icabod" stage in public approval and occupied a social position just a little above that of the hired

man—the School Committees were the real educational high brows.

In 1828, speaking of the High School for girls in New York, the trustees in their report say, "As the school is immediately regulated by the trustees without interference from the principals, it has received a constant and parental supervision." The Committee considered themselves in *loco parentis* as it were.

It was understood during this period that the school was the teacher's little world, and the teachers' function was to keep his miniature world revolving by means of a liberal application of unguentum baculum (stick ointment). What did he know about the great world outside? Publicity was not a part of the job.

Here is the gist of a report made by the Controllers of the Philadelphia schools in 1819. The prelude reads something like this: "In order to establish the utility of the system now in successful operation, as it regards the benefits which it confers upon those children over whom its protecting care is extended, as well as to exhibit its importance in relation to economy of expense, it becomes necessary to furnish a condensed statement of the cost of instruction—"

Here are the financial and educational reports for one school of the period:

### Financial.

Teachers' Salaries .....	\$940.00
Rent of Building .....	400.00
Books, stationery, copy lessons for use of schools .....	551.48
Benches, including workmanship and materials .....	300.00
School Bell and hanging .....	54.25

### Educational.

"Exclusive of the alphabet and spelling departments, and those who are beginning to write on slates, the classes are arranged as follows:

	Writing on	Reading.	Paper.	Arithmetic.
Boys .....	301	125	185	
Girls .....	179	31	103	

For brevity and comprehensiveness, the following report for the town of Chelsea for 1849, is a winner:

Number of children in the town between 4 and 16 .....	1,228
Number in schools in Chelsea .....	964
Elsewhere .....	32
Nowhere .....	232

In 1847, the Committeemen of Worcester issued a report including a comparative estimate of the civic interests of the whole community—a report that would have gladdened the hearts of the advocates of a broadening and enriching of the curriculum. It was as follows:

1. Report of the school comm.
2. Report of the overseers of the poor.
3. A report on paving main street.
4. A report upon the fire department.

Some of the reports of this period refuse to give the immunity bath to either teacher or pupils. The School Committee of Bridgewater in 1848 say in their report: "In speaking of some of the schools as good (they have reported upon ten schools) in these respects we speak advisedly. In number 7, idleness has long been indulged, and the laziness of some of the scholars is like a sandy road to the teachers. Miss Forbes, in our judgment, ought to teach somewhere else."

Away back in 1850, Horace Greeley shows himself a bull-mooser by dissenting from the report of the other two members of the committee who had made a favorable report of the work of the New York High School. Greeley insisted upon having his minority protest published as a part of the report. These are his words: "I believe that the study pursued in the Academy radically defective and vicious because it provides for the devotion of a considerable share of the means of the seminary and the time of the pupils, to the study of dead languages, to the exclusion of the sciences and arts which seem to be of far greater practical importance to at least 19-20 of the youth." I do not know that its management is so efficient, nor its inculcations so effective and successful as the report would represent them."

About 1850, the people begin to question the divine right of the Committee to speak finally on educational questions. About this time the great question of introducing music into the curriculum was up for trial. The School Committee of Lawrence says in its report that the town meeting had voted not to hire any piano for any school in town with town money, nor hire any teacher of music. They further say, "It is the first time in the brief but noble history of the town in educational matters, that it was thought unsafe to trust the whole regime to the Committee."

# SUB-NORMAL CHILDREN AND SPECIAL CLASSES IN SMALL CITIES

By W. CLEMENT MOORE

Any superintendent, after having carefully supervised the complete medical inspection of his city or district, will at once realize from the statistics gathered, that the health of a certain percentage of his pupils is responsible for their progress, while the lack of good health has likewise been responsible for the retardation of a great many others.

Here arises the question as to the exact status of the subnormal child. Many superintendents have adopted the plan of placing all pupils in the sub-normal list who happen to be three or more years "below grade," using the age of the child as a basis for arriving at such a conclusion. Again, I happen to know of one or two other superintendents who selected from the grades a number of pupils three or more years retarded and placed them under a special teacher, and made the grave mistake of calling the class "backward pupils"; one even going so far as to call it a "mentally deficient" class. You can easily imagine the position of the parent and child and the attitude of each toward such a class. The result was an absolute failure.

It is true that age is significant in education, as many pupils whose age is above the average of their grade, are apt to leave school before they have received a sufficient amount of elementary training. But there are also many over-age children who do complete the full course—some on time and many with very creditable records. Thus, the retarded pupil may be the victim of circumstances altogether. Home conditions might have been such in his early life, that he had reached an advanced age before entering school at all; or his retardation may be due to low physical development.

Personally I like the word "exceptional" as a name for the special class. It means just what the child in this particular case happens to be "an exceptional child." It sounds better in your community and will receive better support, than would be possible if it were called a "retarded class" or "backward grade." Many such classes are called "special classes" however and the name is appropriate.

But why and when are such classes necessary? They are necessary because the child below grade whether his position be due to dullness, low mentality, poor health, laziness or whatever cause may be assigned, will always prove a stumbling block and a detriment to the progress of the entire class with which he happens to be associated. It is impossible for the teacher to perform her duties as well with such a pupil among fifteen or twenty brighter ones in the same class, and the other children are held back to await the development of this one child. If a superintendent having supervision over twelve grades only, finds only one such child in each grade or class, then the time has arrived for the segregating of these twelve pupils and the formation of a special class, for a dozen such pupils is sufficient for the best of teachers to handle. In fact better work will be accomplished with even less pupils, because the work must be largely individual. It is safe to estimate that in every community enrolling five hundred pupils or more, there will be found from twelve to twenty-five pupils who should be immediately removed from the grades in which they are at present working. No school board member should hesitate to vote the small appropriation necessary for such a class, as in doing so, he is not voting for the

welfare of the special child alone, but he is materially aiding the progress of all of the other children enrolled in the schools of his district. For instance, I know of a primary grade where there are about thirty first-year pupils, and among them a girl of nine years, who has been in regular attendance in that grade for four years. She is unruly, dislikes the work, is lazy and interferes with the entire room—yet she is wise enough not to do anything which will bring her any severe punishment. She has been tried among second year pupils but cannot or will not do anything. However she does all of the industrial and vocational work neatly and with interest. In the second grade of the same school is a boy of similar nature. The time these take from the teachers, and the attention they compel from the other pupils, together with the disturbance caused by the acts they promulgate totals a waste of at least a half hour a day in those two rooms, which amounts to a waste of an entire school month in a year. That is, one-tenth of the attention of the teacher and pupils had been devoted not to the work in hand but to these two particular children—where the normal child had only received one-sixteenth of the same attention. Figuring on the same basis such children require six times as much individual attention as normal children, and it is only in the special class that this amount of time can be given to them without interfering materially with the progress of the school in general.

When such special classes are formed, it will be found that there is need of individual in-

struction in the common school branches especially, and they must be given the right place in the special course of study provided. However much of the work in these special classes must be along the lines of manual and vocational training, with especially great care in regard to physical exercises for the purpose of correcting abnormal conditions of the body. Exercises and games which are calculated to improve the muscles and give better nervous co-ordination and control are especially valuable. Recent work in this line has demonstrated the great value of gardening as an occupation for the weak minded and wayward. Sessions should be short in all classes of work, as such children are incapable of long continued effort in any one direction. All work periods should be followed by short rest periods of a well planned nature. Many educators favor a single session for such pupils but in districts where the other schools generally have two sessions, a short afternoon session would seem wise.

Among sub-normal children, however, the superintendent will find several distinct types. In large cities and districts where superintendents and boards of education find it necessary to provide three or more special classes, it may be well when the examination of children in or for these classes takes place, to group them somewhat as indicated in the following form:

## Exceptional Children.

	Morally Deficient	Mentally Deficient	Physically Deficient	Late Beginning	Poor Attend.
James Brown...	X				
Harry Smith...		X			
Thomas Hall...			X		
Mary Jones...				X	
Bertha Crew...					X

Columns may be added to the above record for address, age, name of parents, date of test, etc., if you wish. It will be found that many children belong in the last two classes, after you have looked into their records carefully. With such your duty lies mainly in remedying the evil by having them attend every day even if you have to send the truant officer after them.

## MAINE COUNTRY SCHOOL BETTERMENT.

A concerted movement for improving the country schools of Maine has been begun by State Superintendent Payson Smith. The state has in round numbers, 50,000 children enrolled in the district schools, and while these constitute more than one-third of the total school enrollment they receive much less attention than pupils of city and village schools.

Mr. Smith believes that the progress of any system of schools depends directly upon the extent to which public sentiment is aroused and a sense of public responsibility is created. He has, with this in mind, directed all superintendents of rural schools to make a survey of their respective towns, and to outline definite programs of betterment for each individual school. Particular emphasis, he urges, should be placed upon obtaining the following:

- A. A better qualified and better paid teaching force.
- B. Better buildings especially as regards heating, lighting, ventilation and sanitary surroundings.
- C. Larger school grounds.
- D. Better equipment of books, material and apparatus.

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# THE DEPARTMENTAL GRAMMAR SCHOOL IN THE SMALLER CITY

By A. C. FULLER, Jr., Superintendent of Schools, Washington, Ia.

Prior to 1909 the Elementary Schools in Washington comprised four buildings with grades one to eight in each. A centrally located Kindergarten was temporarily housed in a second story room near the business quarter. To get the Kindergarten away from the crowded streets, to avoid the dangerous railway crossings, and to serve many more patrons by bringing it nearer to them, the Kindergarten was placed in each ward school. It was thus necessary to provide for seventh and eighth grade pupils elsewhere. A Manual Training shop had long been deferred waiting for adequate room.

The regulation and standardization of the work in the separated eighth grades, the close connection of their work with the High School, a well rounded development and preparation in High School freshmen, and the creation of a strong school spirit in the grade school—these were dominant, and often vexing aims before the central school.

The happy combination of need for more room, coupled with the conviction that certain school activities could best be worked out upon the departmental plan led to the installation of the system. A central building was provided for upwards of 150 pupils in grades seven and eight. This building has two stories and a basement, with three rooms on each main floor, facilities for manual training, domestic science, and boys' toilet in the basement. Each of the main floors has a study room which seats an entire grade, and two classrooms seating thirty pupils each. Four teachers handle the regular classwork, and accordingly each grade is divided into three sections. One teacher is monitor over the entire grade in the study room, while the three other teachers conduct classes in the respective sections of the other grade.

**WASHINGTON PUBLIC SCHOOLS.**  
Departmental Grammar School Grades VII and VIII

Hour	Miss Kathryn Latta.	Miss Accie Clapper	Miss May Winter	Miss Maria Pingrey Principal				
9.00								
9.20	9.20 <i>Monitor</i> ... 7	Spell. .... $\frac{1}{2}$ 8	Spell. .... $\frac{1}{2}$ 8	Office				
9.45	9.45 Gram. .... 1 7	Gram. .... 2 7	Gram. .... 3 7	<i>Monitor</i> (Drwg. 8 1 Fri.)				
10.10	10.10 Gram. .... 1 8	Gram. .... 2 8	<i>Monitor</i> .... 7	Gram. .... 3 8 (Drwg. 7 1 Fri.)				
10.35	10.35 Read. .... 1 7	<i>Monitor</i> .... 8	Hist. .... 2 7	Arith. .... 3 7 (Drwg. 8 2 Fri.)				
11.00	11.00 <i>Monitor</i> ... 7	Physy. .... 2 8	Hist. .... 3 8	Arith. .... 1 8 (Drwg. 7 2 Fri.)				
	11.25 Read. .... 2 7 (Mus. 3-8, Mon.)	Geog. .... 1 7 (Mus. 2-8, Tues.)	Hist. .... 3 7 (Mus. 1-8, Wed.)	<i>Monitor</i> (Drwg. 8 3 Fri.)				
11.25	11.50 Eng. .... 1 8 (Mus. 3-7, Mon.)	Physy. .... 3 8 (Mus. 2-7, Tues.)	Hist. .... 2 8 (Mus. 1-7, Wed.)	<i>Monitor</i> (Drwg. 7 3 Fri.)				
12.00	— —	— —	— —	(Drwg. 7 2 Wed.)				
1.15	1.15 — —	— —	— —	— —				
1.15	1.35 Spell. .... 1 7	<i>Monitor</i> .... 8	Spell. .... 2 7	Spell. .... 3 7				
	(Spelling classes three times per week.)							
(Music, Eighth Grade entire, Thursdays; Seventh Grade, Fridays, 1.35-2.15.)								
(Manual Training and Sewing, Gr. 8; $\frac{1}{2}$ Mon., $\frac{1}{2}$ Fri. 7; $\frac{1}{2}$ Wed., $\frac{1}{2}$ Thurs., 1.15-2.15.)								
(Penmanship, Seventh Grade entire, Mon. and Tues., 1.45-2.15.)								
(Penmanship, Eighth Grade entire, Wednesdays, 1.45-2.15.)								
2.15	2.40 Eng. .... 3 8	<i>Monitor</i> .... 7	Hist. .... 1 8	Arith. .... 2 8 (Drwg. 7 1 Wed.)				
2.40	3.05 <i>Monitor</i> ... 8	Geog. .... 3 7	Hist. .... 1 7	Arith. .... 2 7 (Drwg. 8 1 Wed.)				
3.05	3.30 Eng. .... 2 8	Physy. .... 1 8	<i>Monitor</i> .... 8	Arith. .... 3 8 (Drwg. 7 3 Wed.)				
3.30	3.55 Read. .... 3 7	Geog. .... 2 7	<i>Monitor</i> .... 7	Arith. .... 1 7 (Drwg. 8 3 Wed.)				

Spell. 1 8 means Section One of Grade Eight, etc.

Items in parenthesis are taught by special teachers at time indicated or where none is given at time indicated by line immediately above.

Friday Grade 7 recites at 1.45 and dismissal occurs at 3.30.

Organized play with apparatus and in games under athletic director, 8.30-9.00, and 12.40-1.15, on grounds.

ress in the other studies. On the other hand they found added enthusiasm and energy resulting from the fewer daily preparations required, and a stimulus to improve in personal scholarship. Frequent conferences are held by the teachers, (often the superintendent is present,) when individual performance in class, study periods, and outside hours are thoroughly canvassed for each pupil. A thorough spirit of cooperation and observation exists in these teachers. No pupils "slip through" and but few of the trying cases are found who do not respond.

An adaptation of the "Batavia System" is utilized, although not indicated upon the program. Each teacher has an aggregate total of two hours per week when she is expected to do individual work with her own class pupils. A greater amount of time is available for this important line of work than was possible under the old plan of separate grades.

The principal takes charge of all serious cases of failure in class, or in conduct. Report cards are sent to parents every six weeks. Each pupil whose card bears a failure mark is interviewed by the principal before the card is issued; the purpose being to get the pupil to face, and acknowledge the conditions, and to fully realize the cause. This practice usually precludes a "cooked-up tale" being taken home regarding the "s spiteful teacher," or the "terribly hard" work of the grade. In most cases the child will naturally take home much of the conversation of the teacher, especially that pertaining to means of improvement, and generally the parent catches the suggestion therein. Similarly failure of promotion is handled, and pupils are led to ask parents to request that they be held in the grade another year.

While all of this is not inherent to the departmental plan, we have been able to do it more effectively under such an organization. The school has been in operation three years. There has been a steady increase in the attendance, not to be otherwise accounted for than that the pupils stay with the school. Daily percentages in attendance and punctuality have increased, and this in spite of the fact that a large number of pupils had longer distances to go. Thus far this year, (three months), not a case of tardiness has occurred in the building and the attendance has been high.

Unless things are well organized more cases of premeditated mischief arise, and a larger number of cases of serious punishment will be necessary, than when pupils were in separate buildings.

More important than percentages and statistics, all of which favor the departmental scheme here, is the spirit of the school. We notice a healthy growth in this respect. There is an increased pride in doing good honest work of a high order, a willingness on the part of the pupil cheerfully to enter whatever class, higher or lower, his ability demands. The larger group is interested in the school virtues of punctuality, regularity, and strong scholarship—the "gang spirit" is working with the school. Friendly emulation is encouraged and utilized in a variety of lines. The proximity of the school to the business center brings the outside conduct of the pupils under observation of the practical people of the community. The pupils are conscious of this scrutiny and take pride in measuring up, although full of the boundless energy and prankishness of American youth.

(Concluded on Page 55)

# THE PUBLIC SCHOOLS OF JOHNSTOWN, PA.

By WILLIAM E. CHANCELLOR

In all lands, the mountain cities are but few. Cities upon plateaus there are, but cities bulwarked in valleys by high surrounding mountains and cities upon mountain sides are seldom built by men who seek the coasts and the plains for their commercial and industrial centers.

Landscape and climate affect the human mood. Johnstown, Pa., feels its landscape of valley and mountain and its strong local winds and storms of rain and snow. The boy in Johnstown needs to be told in elaborate word-description what Gibralter looks like. Another Rock of Gibralter stands between the "v" of the "y" in which the city is located. North and South, upon the outer edges of the "y", rise the mountains almost sheer. Compared with these mighty ramparts, the bluffs of the Mississippi are but dikes or levees.

Hence arises the peculiar problem of the public schools. Johnstown is a vast steel factory and coal mine located where Stony Creek joins the Conemaugh. In the two narrow valleys, there is not half enough room even for the sixty thousand inhabitants who are within the city limits; they must live within these narrow valleys or go by inclined railways to the mountain summits which are flat, for there is almost no possible building of houses upon the steep mountain sides. Yet, here is a population really of nearly a hundred thousand. Johnstown as a political jurisdiction, is one matter; Johnstown as a population, a much larger matter. Johnstown is a city with suburbs. In one of these suburbs, half a thousand feet higher than Johnstown, live many of the richest men of the city. In more senses than one, high above the rest of the citizens, from their homes, they overlook Johnstown and, I fear, look down upon its strenuous laborers. They draw their revenues from its commercial and industrial enterprises, they spend their money in its stores; but they do not wholly share its burdens and their children do not attend its schools.

As a matter of observation, I have come to think that cities whose political boundaries are large enough to comprise the homes of all or nearly all of their employers and employees are fortunate. The contrast is that between, for example, Paterson, Johnstown and Boston on the one side and Indianapolis, Canton and Denver on the other.

For several years, through institute work, I have been closely familiar with Johnstown's school problem. When, therefore, I was asked by the responsible school authorities to spend a week examining the schools, I did so not without some previous knowledge.

It seems that the first inquiry should always be as to what proportion of the leading citizens in the professions and in business in any city are natives. Can the city hold its own youth through manhood? Can it educate them so well that strangers find them strong competitors? In this respect, the case of Johnstown is like that of many cities. A large proportion of its leading citizens came from elsewhere and found plenty of room at the top.

It is important to note here that three vast enterprises in steel and in coal control the city's economic life and directly employ nearly all its adult men except those engaged in merchandising. Though the steel-workers are highly paid—fifty dollars a week, is not unusual—the correspondingly vast profits of these

EDITOR'S NOTE—This is the first of a series of articles which Mr. Chancellor is preparing on city school systems. The second will appear in an early issue.



Cut-out Work. Second Grade, Johnstown Schools.

enterprises are drained off to Philadelphia, to Pittsburgh and elsewhere in the form of dividends.

A second inquiry should be into the kinds of homes, of office buildings, of factories, of streets and bridges, of mines and of sewers, built by the citizens. Men fashion their structures according to their ideas. While Johnstown has many beautiful suburban homes and not a few handsome city residences, nevertheless, the houses of its ordinarily well-to-do inhabitants, its city stores, its bridges, etc., have been built by tradition and for use with little or no thought of beauty or even of comfort. As for the tenements of its working people, the condition is considerably worse than in most cities. They are foreigners. The excessive rate of such diseases as diphtheria tells the story. Here the cause of the trouble is not poverty but ignorance. The laboring population in Johnstown has money far beyond the incomes of most city-dwellers.

Two questions, then, arose. How far have the public schools been responsible for this situation? And what can be done in the future?

Johnstown has a high school and twenty-five elementary schools; 8,000 pupils in all schools, of whom 700 are in high school. This is a rather smaller attendance in high school than is common. The business enterprises of the city are not such as to tempt boys and girls out of school. The work available is nearly all the work of full-grown men, which is most desirable. Women and children are not exploited here.

The organization of the teaching corps is as follows, viz.:—

City superintendent.

Primary supervisor (assistant superintendent).

Four supervising principals (district superintendents for upper grades).

One high school principal.

Four special subject supervisors.

Number of men teachers, 34.

Number of women teachers, 204.

Number of high school teachers, 29.

Number of grammar school teachers, 27.

Number of intermediate teachers, 75.

Number of primary teachers, 92.

Number of kindergarten teachers, 4.

Number not included above, 23.

These numbers are rapidly growing, for the city adds an average of 600 pupils per year.

It appears, upon the face of these statistics, that the number of grammar teachers is relatively small. And in view of the fact that there are no building supervising principals, it appears that the number of district superintendents is small. This office, however, has been itself in existence but a year or so.

Investigation, which included written tests given to more than 1,000 pupils in more than one-half of the schools, and to more than one-half of the teachers themselves, showed distinctly the present educational condition.

First, the schools of Johnstown have been responsible for the social situation as above cited, in so far as they have failed to develop the leaders of the city and to educate the rank-

and-file to wiser use of their talents and incomes. But, on the other hand, the schools are to be credited with the development of certain qualities that have made Johnstown one of the most reliable industrial centers in America.

Second, Johnstown has fairly entered upon a period of differentiation in school affairs. Special officers and special subjects are being introduced as rapidly as they can be adjusted. A period of self-consciousness and of self-criticism has arisen.

The explanation of the small number of pupils in the high school is so simple as to be positively interesting. The teachers in the intermediate and grammar grades have been so conscientious, so determined that no unprepared pupils should go forward that many pupils really ready for higher grade work have been kept back. In many cases, pupils in lower grades were found to be actually superior to the average pupils of the next higher grades. This, of course, was especially true when, for example, third grade children in one building were compared with fourth grade children in another building.

To particularize, for the sake of illustration, in two seventh grade classes, in one building, with eighty pupils, twenty-two were found equal to the average pupil in the eighth grade.

To paraphrase a saying of Jesus—The school was made for the boy, not the boy for the school. The teachers of Johnstown have been too anxious to have good schools, forgetting that when a boy is 75 per cent in the essentials, he needs next grade work, not to stay year after year until he reaches 100 per cent in the essentials and at least 75 per cent in the less important subjects.

The investigation showed that the teachers were better instructors than critics and examiners of their own results.

Johnstown has always had good school superintendents. The present superintendent is J. N. Ade, who came from Winona, Minn. He is a thoughtful, patient, considerate and sympathetic leader and director, equipped with excellent scholarship and understanding that time is a vital factor in success. His predecessor was J. N. Muir, now superintendent of schools in Orange, N. J., who served for many years acceptably, creating the standards for the present forward movement.

In school buildings, Johnstown has not yet availed itself of the services of expert school architects. The buildings are roomy and substantial. They are, indeed, wasteful of room. Some of the most familiar principles of schoolhouse architecture have been violated, even in recent buildings. To specify: Every two-story building should have at least two stairways, each four and a half or five feet wide, and well apart from one another. One of the new buildings has but one stairway, and that in all thirty feet wide, an astonishing example of waste and likewise of danger. Enough room has been paid for to have added a gymnasium and a kindergarten.

There is no question here as to school laws. Today, Pennsylvania has the best school code of all the states of the East, excepting none. Boards of education can go forward, with ample powers.

A more thorough review would show that the board in Johnstown is doing this very thing—using its powers with characteristic Pennsylvania carefulness. To cite a single item: All new teachers are to be more adequately prepared before appointment than has been the case heretofore.

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TAYLOR HALL DORMITORY, LEHIGH UNIVERSITY.

## School Architecture as an Influence

By BEVERLY S. KING, A. A. I. A., New York City

Environment has a vital influence upon each and all of us. None escape, and it is a duty not only to ourselves but to humanity to do an individual part towards improving our surroundings.

A poor environment may work towards stagnation of mind and life but it is not permanent, for man is continually advancing. As he grows he sees his surroundings. If these surroundings work toward evil and he is strong he does his part for their betterment, and if they are uplifting he still works for their greater improvement.

A well-known authority states that one natural heritage, individuality, is often marred or destroyed by surroundings or transitory systems of education, and this is becoming more apparent to our advanced thinkers and practitioners of educational methods. In one way this idea has taken root in the Kindergarten, for aside from home life the most vital force of environment is the school. "We must give the child the right to explore its environment" is one of the strongest beliefs of Maria Montessori, in her new method of education.

The development of the brain is important, but not more so than the training of the eye, through which may be achieved a higher appreciation of beauty in nature and art. A child acquires knowledge through its senses and so should be given every opportunity to develop its individuality by being surrounded by the best in art and the most beautiful in nature. For

is not nature art? And can art exist without nature? Frobel and Montessori both have this idea in view.

You may look at a building, or a painting, or a statue and say "That pleases me," or, "That displeases me." But you should look beyond the object and see the man who created it, for truly the object represents the man—the work of his brain and eye—and through him civilization, and through civilization, nature. Therefore, in training the child, environment is of the utmost importance, and the later development of the student in his love for the beautiful means the higher development of the world.

As youth passes through the various stages of his development he should be kept in close touch with not only the best in science and literature but by the best possible examples of art and architecture.

Architecture is simply a form of expression. The measure of its success is the degree of truth in this expression. The truth told beautifully is always beautiful.

A successful school building is, therefore, one that tells its story simply and honestly and represents to the fullest detail the purpose for which it is to be used.

A school building should not say "My architect tried to make me look like a department store and succeeded," or, "My architect, forsooth, tried to make me look like a Greek Tem-

ple," or, "My architect tried to make of me a blatant exposition building." No. But rather it should say, "I express love, and truthfulness and beauty inasmuch as love and truthfulness are beautiful."

Not only should a small building express a simple, direct statement, couched we may say, in beautiful language, but a large building or a group of buildings should tell their own story in a similar way. This is a fact that has been recognized for some time by our colleges and universities, where great strides are being made in the development of educational properties. Not only are plans made for the future location of various units but the entire landscape scheme is carefully worked out, and natural beauties are utilized in every possible way.

Many colleges however have grown in a haphazard way.

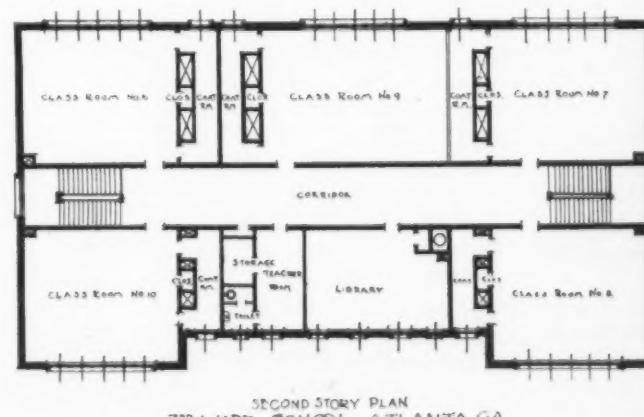
In three college plants where I have been retained as architect to perfect development schemes, various buildings that had been planned or placed without any coherent architectural plan have had to be torn down or moved.

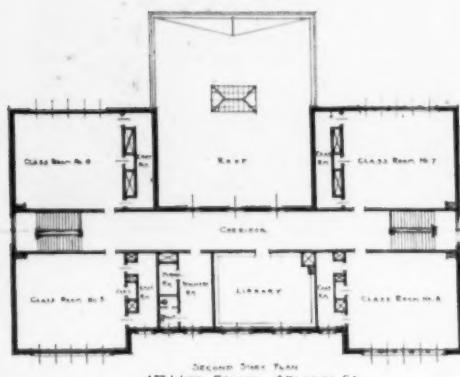
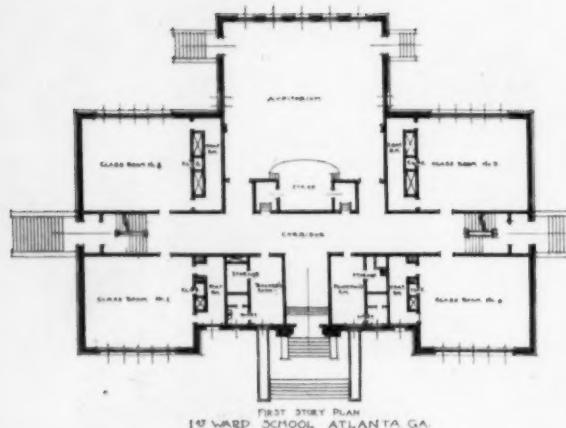
I speak of University work because it is simply school work magnified and having designed about fifty college buildings, "know whereof I speak."

There are of course some good and truthful examples of college work. One of the most notable exceptions is the University of Vir-



FLOOR PLANS, THIRD WARD SCHOOL, ATLANTA, GA.





ginia planned by Thomas Jefferson. It is good. In fact, it is very good. It tells a direct story. There is no equivocation about it, and when you get through listening to the story you are glad that you have heard it. Now look through the buildings to the man, to Jefferson, and through him to what he represented in the way of civilization and nature. And those were days when advanced civilization was in its infancy in this country. But that section at that time represented the best and truest.

In both of the dormitories illustrated, a domestic note has been sought, though the buildings are of entirely different construction and type.

Taylor Hall at Lehigh University is built of monolithic reinforced concrete. No attempt was made to treat these exterior concrete walls in imitation of stone. They remain practically as they appeared when the forms were removed. This building houses 140 students, is in five non-communicating sections, and cost about \$115,000.

The Maryville College Dormitory is of brick and limestone, in three sections with rooms for 115 students. Cost about \$50,000.

In the designs of the 1st, 2nd and 3rd Ward Schools for Atlanta, Ga., an exterior expressive of the large and small rooms was conveyed, telling their story in a straightforward way.

Illinois Wesleyan Science Hall is of a still different type, large windows on the 1st floor to light Chemistry Laboratories. Smaller windows above, accurately spaced, to properly light the work tables for Physiology, Biology, etc.

McMichael Science Hall at Monmouth College is of similar type, but here the Department of Chemistry is on the 2nd floor.

Eaton Memorial Library at Tufts College was designed with large windows to light the reading rooms of the 1st floor; with smaller ones for the study rooms in the 2nd story.

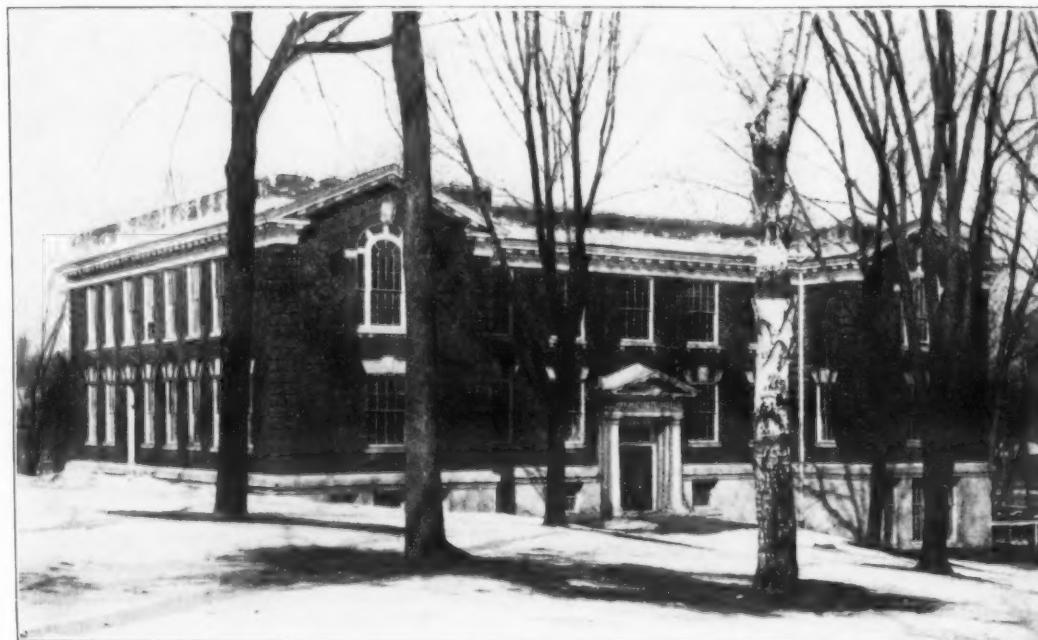
The Frances Folsom Cleveland Library recently completed at Wells College though of an entirely different type of design, also expresses its plan by its exterior.

There is nothing particularly difficult involved. It means simply being consistent and not making a schoolhouse look like a factory or a residence. See that it expresses its plan and function.

Educational buildings should be truthfully



FIRST WARD PUBLIC SCHOOL, ATLANTA, GA.  
Beverly S. King and Harry L. Walker, Associate Architects, New York City.



McMICHAEL SCIENCE HALL, MONMOUTH COLLEGE, MONMOUTH, ILL.  
Beverly S. King, Architect.



SECOND WARD SCHOOL, ATLANTA, GA.  
Beverly S. King and Harry L. Walker, Associate Architects.

beautiful. There should be no sham or imitation in any form.

Far better in a school building a wooden column that carries its load and frankly tells its story, than one in a coat of plaster or composition skilfully wrought and colored in imitation of the most beautiful marble, that says, "Gaze upon me and believe that I am what I am not!" The one is sincere and honest, the other, though it may help to carry out some wondrous scheme of architecture, is a sham and a fraud. And it always fails to deceive.

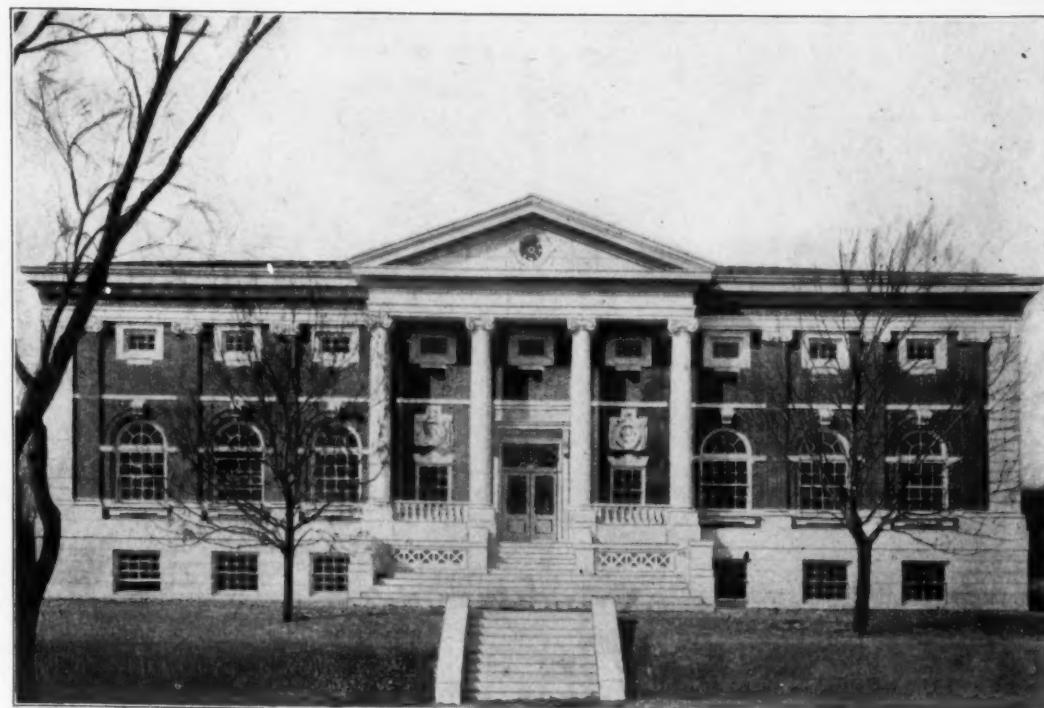
A child notices details more closely than an adult. An example of this sort will remain a perpetual lesson in deceitfulness to a procession of young citizens in the formative period of their lives when impressions received are lasting.

Such columns on a colossal scale may be seen in a new City Hall of a large Eastern city. One does not like to think that this building is a true expression of the municipality it should represent in the highest way. Unfortunately such examples can be found everywhere.

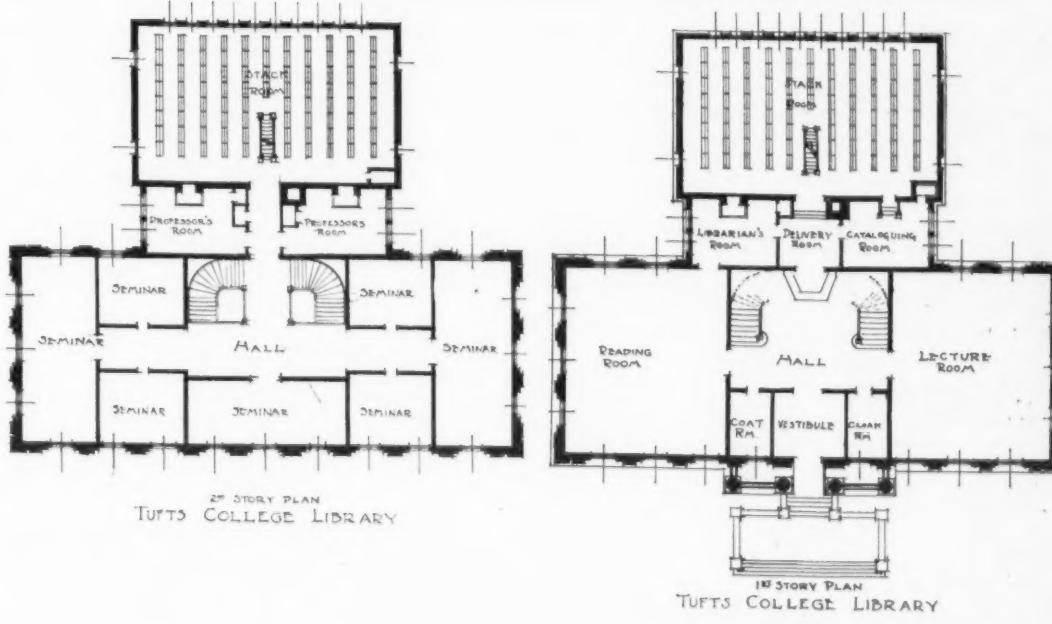
I mention imitation marble columns merely as an example of false construction. This appears in many forms—a four inch veneer of brick over a frame structure; ornaments, sills and belt courses of cement in imitation of stone; iron work painted and treated to represent bronze; white wood or pine stained or grained to imitate oak or other hard woods, and so on *ad infinitum*.

These are but a few of the many devices used throughout the country by jugglers of the truth in an attempt to make things appear to be what they are not. They can not help but be detrimental, they certainly exert a potent harmful influence.

To conclude; a building for educational purposes should reflect the truth and integrity of the people, not their deceitfulness and dishonesty, and students should be surrounded only by the truthful, the best, and the most sincere.

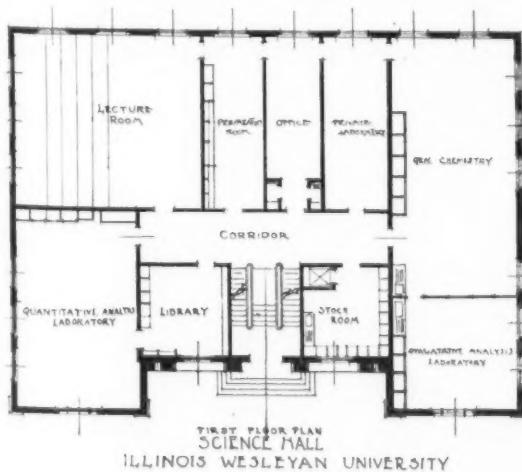


EATON MEMORIAL LIBRARY, TUFTS COLLEGE, MASSACHUSETTS.  
Beverly S. King, Architect.

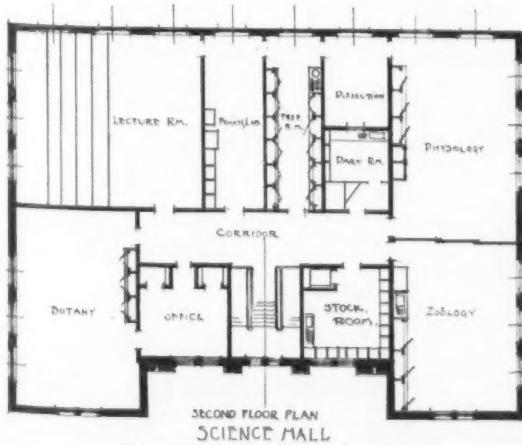


2<sup>nd</sup> STORY PLAN  
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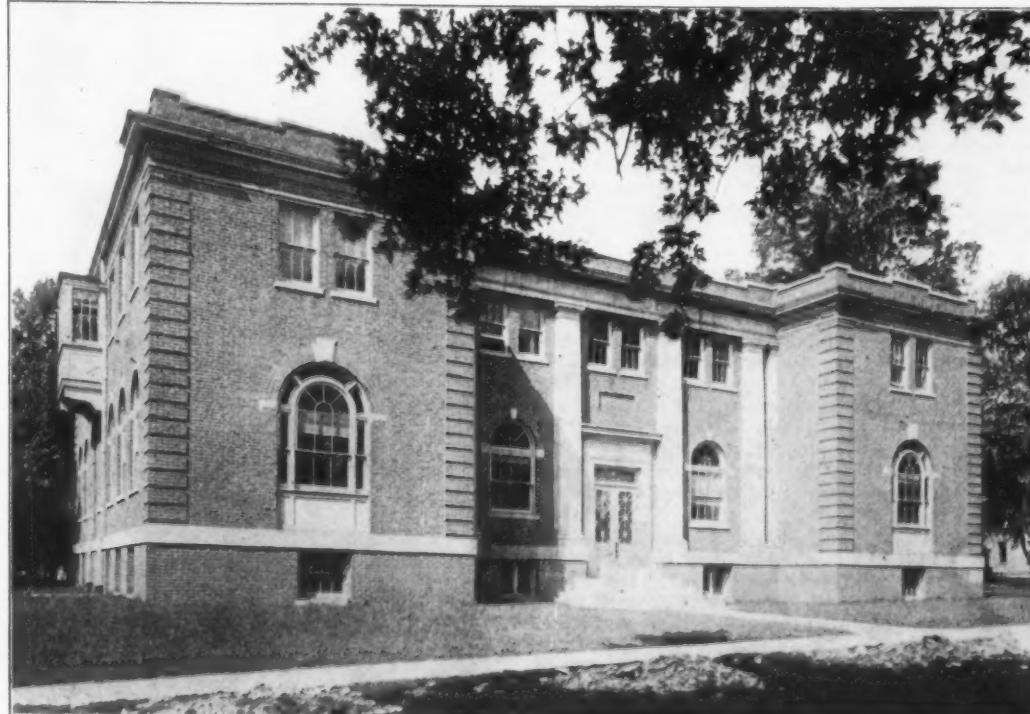
1<sup>st</sup> STORY PLAN  
TUFTS COLLEGE LIBRARY



1<sup>st</sup> FLOOR PLAN  
SCIENCE HALL  
ILLINOIS WESLEYAN UNIVERSITY



SECOND FLOOR PLAN  
SCIENCE HALL  
ILLINOIS WESLEYAN UNIVERSITY



SCIENCE HALL, ILLINOIS WESLEYAN UNIVERSITY, BLOOMINGTON, ILL.  
Mr. Beverly S. King, Architect.



FRANCES FOLSOM CLEVELAND LIBRARY, WELLS COLLEGE, AURORA, N. Y.  
Beverly S. King, Architect, New York City.

#### BUILDING AND FINANCE.

Superintendent Lafayette Bliss, of the Virginia, Minn., public schools, has recently compiled figures for the cost of education in the cities of St. Louis County, Minn. The results indicate that Duluth has the lowest average cost, Virginia is second and Aurora has the heaviest cost. The per capita cost of education in the various cities and villages is given by Mr. Bliss as follows: Duluth, \$33.03; Virginia, \$34.72; Ely, \$41.10; Eveleth, \$45.31; Hibbing, \$46.06; Chisholm, \$54.46; Biwabik, \$58.15; Buhl, \$67.49; Gilbert, \$72.61; Aurora, \$77.87.

The average salary of women teachers runs from \$69.70 per month in Biwabik to \$80.80 in Hibbing. Duluth takes the fourth place with \$74.12 and Hibbing, Virginia and Buhl pay slightly higher. Duluth pays the highest average salary to men teachers, \$137. Virginia comes next with \$135 and the range runs from \$91 in Buhl to \$137 in Duluth.

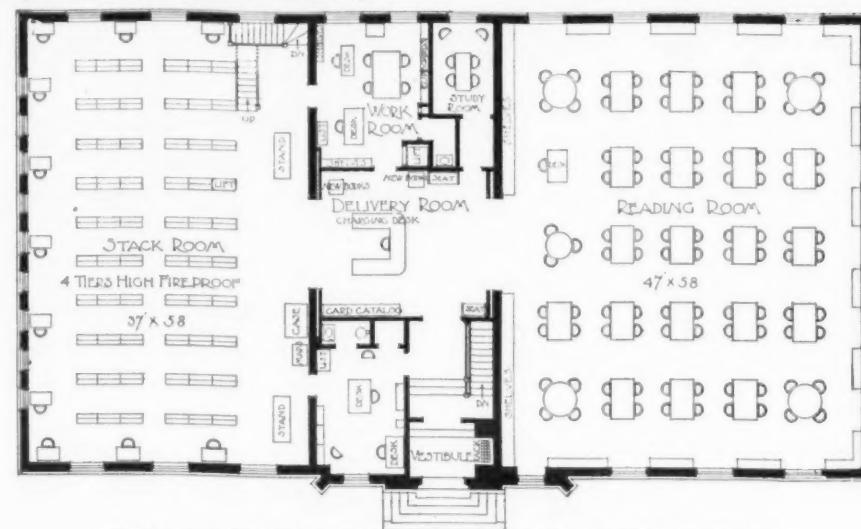
The estimated income of the Philadelphia board of education, from taxes, appropriations and miscellaneous receipts will be \$9,101,983 for 1914. The estimated salary expenses are to be \$5,574,500. Other expenditures proposed are \$36,000 for new building sites, \$619,000 for material and supplies, \$200,000 for equipment, \$60,000 for pensions and \$400,000 for delinquencies.

State Superintendent Edward Hyatt of California has recently compiled information showing that \$80,000 has been paid out within the past ten years for premiums on fire insurance for public school buildings. The figures also show that the fire loss has only amounted to \$250. Mr. Hyatt is at work on a campaign to create a state insurance fund for public school buildings.

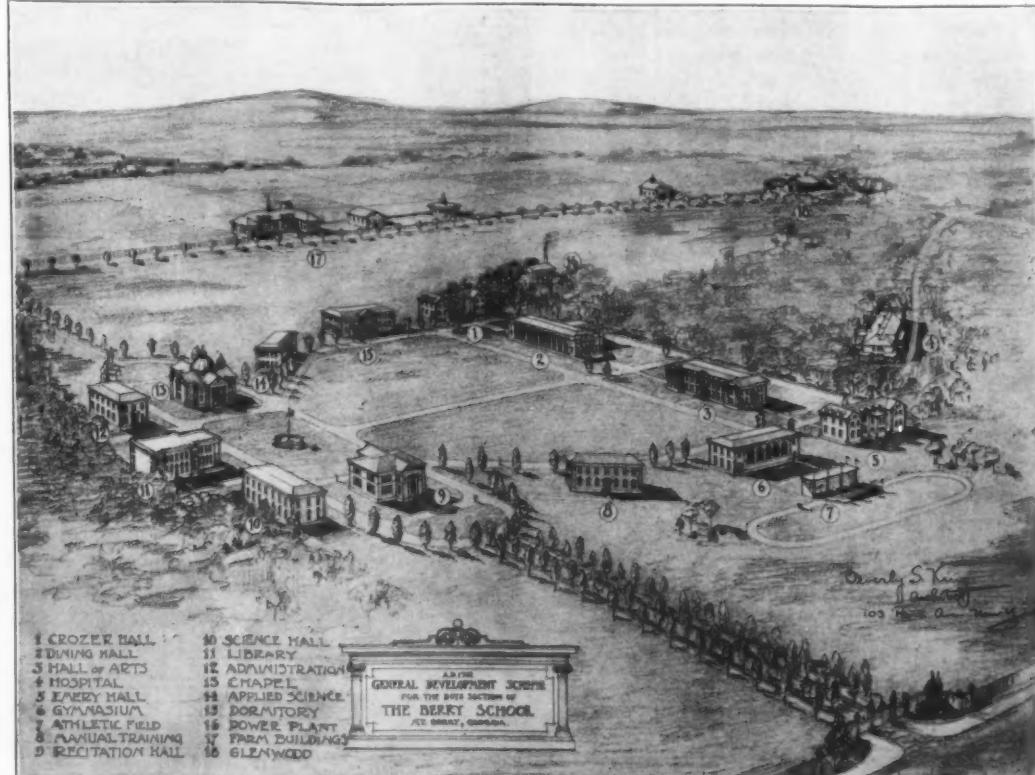
The following cities have replied to inquiries with figures showing premiums paid out: Fresno, no fires, premiums \$9,465; Stockton, no fires, premiums \$5,400; Bakersfield, no fires, premiums \$3,652; San Jose, no fires, premiums \$8,000; Berkeley, fire loss \$100, premiums \$20,000; Alameda, no fires, premiums \$8,554. The above figures represent an annual expenditure for which nothing is received in return except protection against a possible conflagration. Mr. Hyatt believes that it involves an economic waste which can be entirely obviated by a state insurance fund.

Marion, O.—The school board has changed its policy in regard to the payment of premiums on insurance. In the future, one-third of the whole amount will be paid on December 1 of each year. Formerly the premiums became due at any time. The board also authorized the placing of burglar insurance on the manual training equipment in the school buildings.

According to a report recently compiled, the total expenditures in the public schools of Nebraska, exclusive of universities and colleges, was \$8,757,288. The value of school property



FIRST FLOOR PLAN, CLEVELAND LIBRARY, WELLS COLLEGE.



GENERAL DEVELOPMENT SCHEME FOR THE BOYS' SECTION OF THE BERRY SCHOOL, MOUNT BERRY, GA.

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in the state was \$18,934,024 and the total teaching force numbers 10,934 persons. About eight women to one man is the proportion of the sexes in the teaching profession.

### Pennsylvania School Statistics.

The statistical report of State Superintendent N. C. Schaeffer of Pennsylvania for the school year ending July 1, 1912, shows that the total number of pupils in attendance in the schools throughout the state was 1,322,254. This army of children was housed in 15,207 school buildings, containing 15,207 classrooms.

The instructors in charge of these children numbered 36,945, of whom 28,791 are women. During the year, 655 women teachers were added to the list and 110 men teachers. The average monthly salary of the men was \$65.04 and \$48.41 for the women.

The total expenditures for the year were \$42,557,986 of which \$7,309,527.53 went for schoolhouses, building, renting, etc.; \$889,392.47 for textbooks and \$270,200.18 for salaries or fees of treasurers.

The state appropriations were \$6,988,536.79 for common schools, \$312,500 for free tuition in normal schools and \$137,500 for borough high schools and the same amount for township high schools.

### Tennessee Schools Grow.

The report of the schools of Tennessee for the year 1912 shows considerable progress, according to the report of State Superintendent Brister. While the scholastic population shows no increase, the enrollment and attendance are both in advance of previous years, there being more than 10,000 increase in enrollment and 8,000 in attendance. The need of a compulsory education law is indicated by the fact that only 68 per cent of the scholastic population is enrolled and but 48 per cent are in attendance. Thirty-three counties have formulated local laws but these are indifferently enforced.

The report also shows that the school term has not been lengthened but the salaries of teachers on the other hand, have been advanced. City teachers are receiving increased salaries of \$72.81 and teachers in rural schools are paid \$42.16 as against \$39 last year. Property values are in excess of last year, the total for this year being \$12,192,563 as against \$9,810,456 the past year.

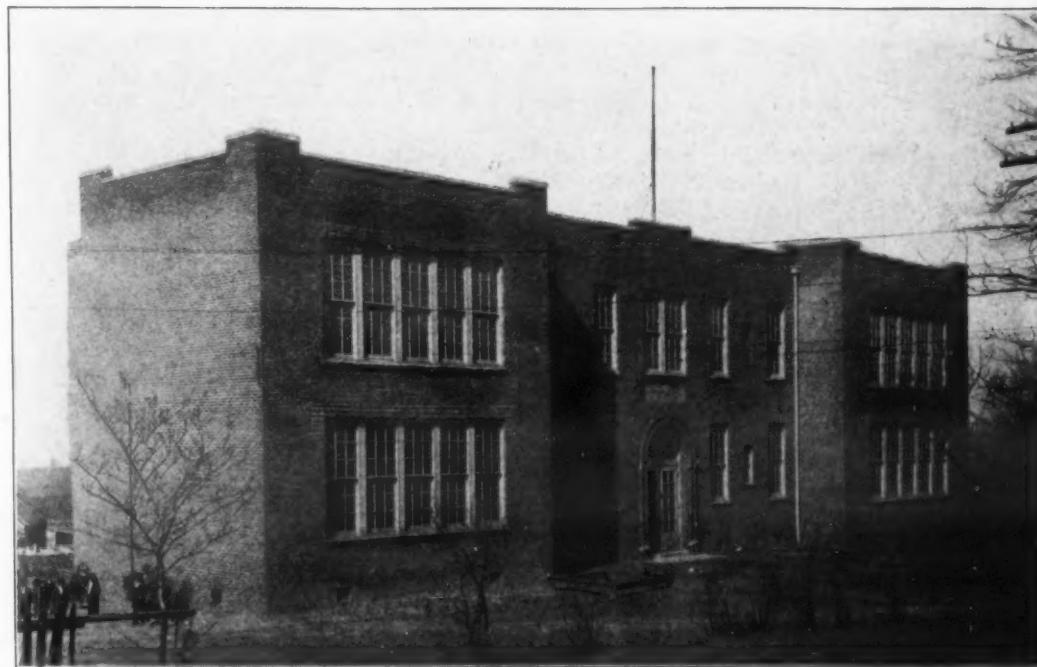
### Equalizing Maine School Opportunities.

Maine has adopted an effective method of equalizing school opportunity in setting apart a small fund which is to be distributed to towns which assess themselves for school purposes in excess of the average rate for the state and are still unable to maintain their schools at a reasonable degree of efficiency. The total of the fund distributed for this purpose during 1912 was \$25,519.28 and the total number of towns receiving the benefit of the fund was 272. The majority of these are the smaller towns and, while the apportionment in each instance was small, it has made possible the lengthening of the school year by a week or more or the increase of teachers' salaries in some cases to the extent of one dollar a week. The distribution is made directly by the Governor and Council upon the recommendation of the State Superintendent and must be expended by the town receiving it for the specific purpose of school improvement for which recommendation is made.

In speaking of this fund State Superintendent Payson Smith says "Such a fund applying to those towns where the school year is shortest and teachers' salaries lowest makes possible a



ADMINISTRATION BUILDING AND LIBRARY, ROLLINS COLLEGE,  
WINTER PARK, FLA.  
Beverly S. King, Architect.

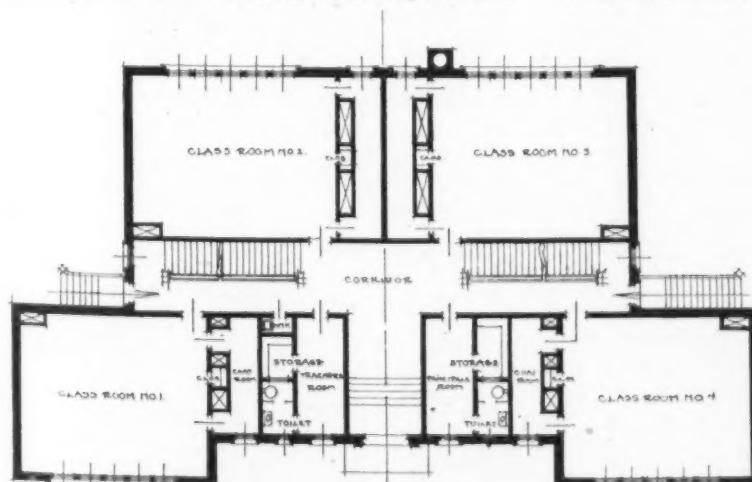


FOURTH WARD SCHOOL, ATLANTA, GA.  
Beverly S. King and Harry L. Walker, Associate Architects, New York City.

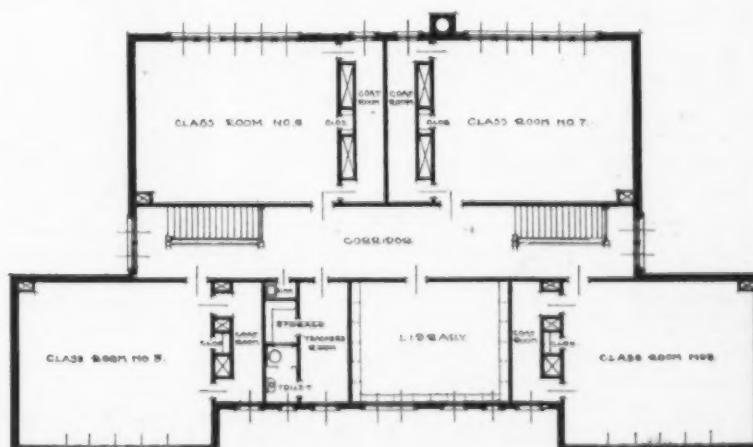
distinct improvement at the points where such improvement is most urgently needed. I believe that the state might well increase to a limited extent the amount made available for this admirable object of improving the common schools of those communities less favored financially."

Brookline, Mass. Three buildings have been

opened for night-school work. The present number is an increase over that of last year. Stenography and typewriting are taught in the high school building. At the Pierce and Lincoln schools instruction is given in the common branches. In the Pierce school mechanical drawing and woodworking are taught while in the Lincoln school bookkeeping is given.



FIRST STORY PLAN  
4<sup>th</sup> WARD SCHOOL, ATLANTA, GA.



SECOND STORY PLAN  
4<sup>th</sup> WARD SCHOOL, ATLANTA, GA.

# THE AMERICAN School Board Journal

DEVOTED TO

Legislative and Executive School Officials

WILLIAM C. BRUCE, Editor

## EDITORIAL

### A BUNGLED INQUIRY.

The City of New York has for six months past been the scene of a disgraceful controversy over the inquiry into the efficiency of the public school system. The survey of the schools which began two years ago, and for which more than \$50,000 have been expended, promises now to be a complete failure and the reports of the experts to be valueless, as bases for changing and improving present administrative methods.

All through the inquiry there has been evident a deep-seated antagonism, on the part of the Board of Estimate and its Committee on School Inquiry, against the Board of Education and its staff of professional executives. There has been apparent, also, the dominating influence of an outside factor, the New York Bureau of Municipal Research, which from common report, was instrumental in getting the inquiry started and has been the moving spirit behind Mr. Mitchell, chairman of the inquiry committee.

It has been significant that documents, like the Bachman report, which criticised Supt. Maxwell's method of recording backward children, have been given the widest possible publicity, while the report of Professor Moore on administration has been rejected in a manner that leaves no doubt as to the unfairness of the committee. Mr. Moore found fault with certain methods of the Board which had ordered the inquiry and as such his report was most unwelcome.

Through the whole mass of expert evidence, charges of politics and prejudice, personal attacks, counter attacks and defences, there is evident an unwillingness, on the part of the municipal authorities of New York City, to acknowledge the principle that the schools are state institutions and not a branch of the city government as for example the police or the fire department. In fact, one of the chief faults found with Mr. Moore's report has been the statements that the city officials are exerting undue influence in the management and control of school finances and are endeavoring to "annex the schools to the city hall." That any report which might bring out this situation is not wanted is further evidenced by the appointment of the two experts who are to re-examine the board's administrative methods. Both are lawyers and both are authorities in municipal administrative law, but neither have had any experience as school administrators. The Board of Estimate seems to acknowledge that it cannot find an educational expert who would not coincide practically with the Moore report.

Whatever may come of the whole inquiry, it is certain that the report will lack unity and will be looked upon with suspicion. Certainly school men will question the worth of the reports which are grossly unfavorable to Supt. Maxwell and his associates because of the widely spread opinion of prejudice. On the other hand, the municipal authorities of New York City will not consider with favor the documents presented by Dr. Hanus and some of his associates who are certain to uphold the supremacy of the school board for the control of educational affairs.

The present unsettled situation is doing vast harm to the New York schools. The best out-

## School Board Journal

come that can be hoped for is some radical legislation which will thoroughly reorganize the New York school government, will reduce the size and improve the character of the board of education, will increase and fix definitely the responsibilities of the superintendent and his associates, and will remove the schools altogether from the influence of the politicians. If this happens the inquiry will be worth while after all.

### A LESSON IN ECONOMY.

The public schools of Gary, Ind., have in the few years they have existed taught American school authorities some valuable lessons in organization and management. Especially in carrying out the principle that the schools should fit the industrial needs of the community, have they been an example worthy of imitation.

But not only in educational matters are the Gary schools model. The board of education studies its business problems with as much care as Superintendent W. A. Wirt does the pedagogic questions. A recent example is the operation of the electric light and power plant in the Emerson school.

The local public service corporation has been charging its consumers, including the schools, ten cents per kilowatt hour for all current. The board by installing its own generators produces the electricity at one and one-half cents per kilowatt hour. One reason why the cost is so low is that the steam is furnished by the heating boilers and the exhaust is utilized in warming the building. Inasmuch as the industrial department of the school requires much power to drive its machinery, and the evening schools are in session during two long, full winter terms, the saving is large. There is still further advantage in the fact that the electric plant is a working laboratory for students in electricity.

It is likely that not every community can effect similar savings by the installation of electric power plants. In fact, the purchase of electricity from a local public service company is in many cases a far greater economy. But the Gary plant illustrates again that every school board must study its situation and work out a solution which shall afford the greatest amount of efficiency and economy.

### THE ELECTION OF COUNTY AND STATE SUPERINTENDENTS.

E. T. Fairchild, who has just retired from the office of state superintendent of public instruction of Kansas, discusses in his final report the method of electing county and state superintendents. While his remarks are directed at the conditions found in the Sunflower state, they apply with equal force to every commonwealth in the Union where similar election methods prevail. He says:

"A serious question, and one that involves the welfare of our entire public school system, is the manner of the selection of state and county superintendents of public instruction. Under our constitution, none of these officers can be selected except through popular and political elections. Thus it follows that those who are to have charge of the educational interests of our more than a half million boys and girls are selected not upon the score of educational fitness chiefly, but in a considerable degree because of their political affiliations. This plan represents an anomaly in our educational system. No president of a college, no member of a college faculty, no superintendent of our public schools, no principal of a high school, no teacher anywhere in our system, is selected with regard to his political beliefs. It is my judgment and that, I am persuaded to believe, of thousands of the good

people of this state, that no other qualification than that of good moral character and of educational skill and experience should enter into the selection of a state superintendent of public instruction or that of a county superintendent.

"Much has been said as to the propriety and necessity of removing our supreme court and the lower courts from politics. All such arguments apply with greater force to a system that affects the highest interest of the youth of this state. In our county superintendency the present plan has worked evil in many instances. Experienced and capable superintendents have been obliged to give way to the traditional idea of rotation in office."

### SCHOOL ARCHITECTURE.

A southern daily says in a recent editorial that the country schoolhouse should be just a little better than any other building in the community.

For the sake of the children's health every school should be comfortable, correctly lighted, well heated and ventilated, and fitted with simple and adequate sanitary apparatus; for their general development it should be well equipped with the furniture and apparatus necessary for the conduct of classes and should have that truthfulness in materials and that grace of proportion, mass and outline which combine for that highest purpose of architecture—beauty.

On another page of this issue will be found a discussion of the influences of school architecture from the pen of an architect who has observed its potency in the course of long years of experience. We can only add that school authorities who provide attractive as well as useful buildings are rendering their communities a vital service, one which they owe to themselves and to the children.

### NAMING SCHOOL BUILDINGS.

A Massachusetts school committee in abandoning the idea of naming schoolhouses after well-known citizens and returning to its former practice of designating them by the street or locality where they are located, terminated for its city a confusing condition which exists in many communities.

The object of naming or numbering school buildings is to facilitate their identification and any name whatsoever will serve this purpose if the buildings are few and the citizens are more or less familiar with them. If the names be those of famous scientists, statesmen, authors or citizens, a secondary purpose will be served in the inspiration which the life and deeds of the persons so honored will give to the pupils enrolled in the buildings.

But such names have no relation to the location of a school and gives no clue to the average citizen for fixing it in mind. This is especially true where several schools have very similar or even homophonous names. A system of names based upon street, neighborhood or sectional names is the most logical solution of the problem. To say that a school is the High Street or Blank Street School instantly localizes it in the mind of anyone familiar with a city and is a distinct help to the stranger who may visit it.

### AN ECONOMIC WASTE.

State Superintendent Edward Hyatt, of California, has recently begun a movement for the establishment of a public fire insurance fund, in which the schools of his state may participate. In an investigation of premiums paid and fire losses sustained by the schools of the larger cities and the more important counties, he has found that sums expended for protection have far exceeded the amounts returned for



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## School Board Journal



A Desirable Change for the New Year.

damages. The figures show that \$778,000 were paid over and above losses while \$962,000 went into the profits of the various insurance corporations in excess of the actual amounts paid out for damage by fire. In the compilations, San Francisco is not included because that community has had no fire insurance on its schools for ten years past.

Mr. Hyatt believes that practically all of the moneys represented in the above figures could be saved to the taxpayers by the establishment of an insurance fund. At present, practically all the money leaves the state to go into the treasuries of eastern insurance corporations.

Undoubtedly the California schools have received full value, in the way of protection against possible losses, from the premiums paid to insurance companies. The latter have given all they could consistent with their commercial character. Still, there has been an enormous economic waste which should not, as Mr. Hyatt contends, be allowed to continue. The profits which have gone into private concerns should remain in the state treasury or better still, by a reduction in the school tax rate, in the pockets of the citizens of the state.

The idea of public insurance of school buildings is not exactly new, even though it has not been attempted by state wide laws. It is in effect in a number of cities in the West and has shown great savings. Mr. Hyatt's project, if accepted by the legislature, will be watched with interest.

### THE STATE IS SUPREME.

A decision which in its effect promises to have considerable influence upon the present conflict over the school government of New York City has been rendered by the Supreme court of the Empire state. It is of interest because it reaffirms pointedly a principle in American school administration which municipal authorities are inclined to nullify whenever possible, and which even school boards often make light of.

The case originated in a controversy between Supt. W. H. Maxwell and the members of the city board of education as to the rights of three thousand teachers to teach graduating classes. The board urged on by the teachers directed the superintendent to place upon the eligible list for graduating classes all teachers who held certain licenses, irrespective of the special qualifications demanded by its own by-laws. Mr. Maxwell demurred upon the ground that many of the persons holding licenses were unfit for the positions which they sought and appealed to the State Commissioner for a ruling. The board, thereupon, filed a friendly suit to prevent the State Commissioner and the city superintendent from proceeding in any action which might nullify the resolution. The court,

in its decision, maintains the right of Dr. Draper to hear the appeal and to decide the questions at issue. Justice Reed, who made the decision, said in his opinion:

"The commissioner of education is the chief executive officer of the State Education Department and as such has supervisory control over the public school system, including the schools of the City of New York; the powers and duties of the board of education and superintendent of schools, including the regulation of the qualifications of teachers, are subject to the education law and the supervision of the commissioner.

"Public education is a state matter. It is a state system and under state control, administered by local authorities, but remaining a part of the state system. The employment of teachers of the public schools of the City of New York is not a city function in the same sense that the care of the streets of the city is. The policy of the state has been, even in the great centers of population and under municipal government, to divorce the business of public education from other municipal interests.

"The State Commissioner of Education is clothed with the official duty of responsibility of reviewing the acts of a board of education pertaining to the qualification of the teachers and their eligibility to appointment in the public schools of the city. The board of education of the City of New York is not exempted from these broad supervisory powers."

### A SCHOOL BOARD DUTY.

The annual convention of the Department of Superintendence, of the National Education Association, will be held February 24-March 1, at Philadelphia, Pa.

This national gathering of superintendents is the most important of the year. It not only brings together the leading educators of the land, but takes up for solution problems which affect every school system, be it large or small.

Every superintendent of a school system should attend. The inspiration, the practical knowledge and the professional strengthening which he will gather here can be carried back to his own community. Thus, the value of these meetings to the common school interests are immeasurable.

The duty of the school board here is plain. It should not only permit the superintendent to attend, but should order him to go and cover the expense out of the school funds. No expenditure incurred by the board will yield a better return towards raising the standard of the schools. The good things which the superintendent carries home with him he will give to the schools.

The duty of the school board is to make the superintendent go whether he wants to or not, and to compel him upon his return to make a concise report of the great educational meeting to his board.



Mr. Cooley and the Chicago Teacher's Club on the Administration of Industrial Schools.



Cause for Worry.

### TWO GOOD APPOINTMENTS.

Commissioner P. P. Claxton has recently made two appointments which cannot but win general approval. Both are intended to fill vacancies in the field staff of the Bureau of Education.

The first, in point of time, is the selection of Superintendent J. D. Eggleston, Jr., of Virginia, as specialist in rural education. Few men have had such a varied experience as Mr. Eggleston and few, indeed, know conditions in a large number of states so intimately. His record of constructive administration in the state superintendency of Virginia promises much for the future activity of the bureau in advancing the interests of the country schools.

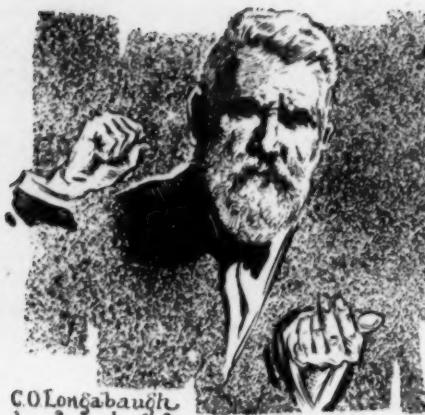
The second appointment is that of Mr. Walter S. Deffenbaugh, at the present time superintendent of schools at Homestead, Pennsylvania, to become collector and compiler of statistics. Mr. Deffenbaugh will be placed in charge of the Division of School Administration and as such will act as expert advisor to urban school authorities. He is one of the younger superintendents of Pennsylvania, whose consistent and successful work in a small city will make him understand the problem and difficulties of the men he is to advise.

### A TASK FOR PARENTS.

The recent discussion in a number of cities of sex hygiene as a public-school subject indicates that a considerable proportion of the respective communities is opposed to its introduction. The opposition is based upon moral and religious grounds which school boards cannot disregard.

A common sense view of the situation is presented by a Massachusetts daily:

"Whether or not one believes only the older children should have a part in the instruction, obviously the school is no proper place for it. Undeniably sex hygiene should be and must be taught, but the responsibility should not be left the schools, for various reasons. It is not false modesty that balks at a public school discussion of moral and physiological facts; it is only decency. The false modesty lurks in the home, which, unfortunately, is about the last place where children hear the truths and advice that some reformers propose giving in the school room. And yet the obligation plainly rests with the parents, and is about as far from a school duty as anything could be. If agitators who call for admittance of sex hygiene to the school curriculum would devote their time to educating parents, they might accomplish something. When the parents are convinced that their dodging of the subject is criminal neglect of their children's welfare, the hateful problem will have been eliminated."



# The President of the School Board

By ROBERT KENDALL

"Well, Mr. MacDonald, I observed that you attended the county institute every day last week. Did you get some new ideas?"

"Well, Mr. Kindall, when the noise of the bombardment gets out of my ears, I may find that soon of the shots have penetrated my cranium, boot I ahm praying they may not prove fatal. Eet was a wonderful battle. Fahr pieces of heavy ahrtillery, suppahrted by soon light infantry for five days in timperature of not less than ninety-five degrees any day, were in coonstant action engaging an ahrry of three hoonderd yoong teachers, unahrmed ahnd so paralyzed they could neither retoorn the fire nor roon away. Heavy ahrtillery, Mr. Kindall, for a defenceless foe. The carnage would have been like the Bulgarians licking the Turks if the goons had been loaded with facts instead of opinions."

"Well, you see, Mr. MacDonald, some talented professors are brought to these institutes to spread before these teachers a broad outlook and to inspire them with the social uplift."

"I don't think I understand you exactly, boot I jodged a teacher needs moost anything in the way of eddication that cahn be found. Boot the social ooplift that those teachers got was about what the hahrse gets when he innocently wahn-ders on to the railroad track and starts to pace the express train doon the middle of the track. He has a brahd outlook when he lands over in the field ahnd he's lairned he dawn't want any more of it. He knaws soomthing bigger than himself first outran him and then knocked him unconscious. That's wan way of eddinating a hahrse."

"But, Mr. MacDonald, you know there must be both dreamers and men who can make dreams come true. There must be instruction given in psychology and pedagogy and the organization and management of schools. These teachers need more than the mere expansion of the subject matter in their textbooks."

"Yis, yis, I nooticed there were different kinds. Ahfter your psychologist, or whatever you eahl him, got through reciting all the beeg names he had read in soom new book this summer, ahnd telling the yoong teachers how auld a boy would be when he first coot his initials on the bench, ahnd the tremendous infloonce the stody of the Little Sandpiper or soom such burrud in a poem would have on the moral character of the yoong, anoother gentleman, who looked as if he would hook if you disturbed him, made a greah speech on school management. He impahrted the astoonding infahrmation that the cheeldren should be provided with chalk befahr they wrote on the blackboard, that the cheeldren should noot coom in with mud on their boots, that a program of the stoodies should be written on the board, ahnd how to pass the pencils ahnd the water, ahnd the time, ahnd the gude Lahrd knaws what all. Eet reminded me of a treep my wife and I took to Niagara Falls one time. When I came doon to the disk of the hotel in the mahrning a cab man handed me a card showing all the historic ahnd natural points of interest we could see

on a fahr dollar joorney in his cab. I jodged from the number of places mentioned on the card that we would go oop to Toronto, back by Buffalo ahnd around by the fahls. Boot, would you believe me, Mr. Kindall, that nineteenh century bandit had poot beeg names ahn every stoomp, stone ahnd hollow tree alawng the road, ahnd the treep looked like a hoondred miles when we started and a mile ahnd a half when we got back. He took us to see almost ahn the theengs in the neighborhood but the fahls. We goot oot of the cab at the hotel ahnd walked over to the falls and saw all there was to see. Ahnd there you be. Theenk of it, Mr. Kindall, theenk of it! Ahnd they tell me your lecturer was paid a hoondred dollars a week to tell the teachers to pass the chalk before the cheeldren wrote on the blackboard, ahnd in a room from ninety-three to ninety-six degrees by the thermometer every day of the week."

"Now, Mr. MacDonald, you are a mature man and you really do not understand how little some of these young people know about the scientific and economic organization and management of even a rural school. Some of these statements that seem absurd to you are entirely new and of deep interest to them."

"My dear Mr. Kindall, my two eyes are a little deem, boot my mind's eyes are clear enough to see that a gairl who dawn't knaw enough to pass chalk ahnd pencils the first day after she has grideated from the high school, will never lairn. Mr. Kindall, listen to me: The teachers' institute is a greah institution ahnd should be continued, boot the rules should be revised to prevent soom of the lectures which ought to be presented befohr soom Royal Society, or soomthing of the kind, being given to these yoong women in the kindergahrten of eddication. Eet's a waste of ammunition even if moost of the cartridges ahr blanks. I never stoodied pedagogy a day in my life, boot I cahn understand that there are thousands of things yoong teachers need to knaw ahnd want to knaw about. Wan lairned professor telling them a lot of names about psychology they wouldn't know from the labels on a droogist's bottles, ahnd anoother telling them the things they have seen ahnd known all their lives, reminds me of a toorkish bath I took in Chicago once, where they cooked me in an ooven ahnd gave me wooden shoes to prolong my life and agony, ahnd joost as I had ahffered oop my last prayer befahr death, I was suddenly thrown into a vat of ice water to die again. This is giving them a brahd eddication, indeed. The trouble is, Mr. Kindall, the lecturers spend so mooch time telling them what soom mon did a thousand years ago, ahnd why it didn't work, instead of theenkng oot what there is to do today ahnd telling them how to do it."

"Noo, I have just been reading a piece in the Ladies' Home Jawnel that tells us that the whole system of eddication is ahl wrong ahnd shuffles oop the statistics from soom agricultural repahrt to prove it. It does seem unfahrtunate that boot wan person oot of our more than ninety meelion souls has discovered ture ahnd unboordened such a fruitful imag-during the whole heestory of our public school systeem that the whole strooicture is ahl wrong, ahnd worse, that all modesty has prevented that wan mentioning the fact oop to the present time. Let us thank the good fairy, who

waved the golden wand oover this sensitive nation.

"Naw, naw, Mr. Kindall, some theengs about our systeem of eddication can be improved ahnd will be as fast as oother conditions are improved. Eet's a slow process, Mr. Kindall, eddinating the parents who pay the taxes to believe that the instrooction of their youth was ahl wrong when they have been so successful and have enjoyed so much. I remarked to you once befahr that eddication is always teahrin' along behind the times all oot of breath, trying to catch oop ahnd it always will be, ahnd let me tell you, that lairned professors telling the future teachers about the woonders of the cells of a boog's eye and the mahrvels of sea urchins a thousand fathoms under the waters of the Caribbean Sea are deem tarches to light the way.

"I jodged these young gairls see about as mooch of the real meaning of eddication in those leetures as my auld friend, Donald Mac-lennan, saw of Niagara Falls when he took his first load of cattle through to New York. As the train approached the breedge over the Niagara River, Donald climbed oop on top of a box car and stood oop to get a gude view of the grahnd scene, boot when he suddenly found himself floating through the air soom four hoondred feet above the waters below, he broke the gravity record getting flat on his stoomach on the top of the car, ahnd never opened his eyes until the train stopped at the next water tank."

"Well, Mr. MacDonald, you seem to have picked out the extreme cases. I realize that some of the lectures were a little heavy, but you know there are many different grades of teachers attending the institute and there must be different types of lectures offered to meet the demands. You know there were many college-trained high school teachers there and they expected a scientific treatment of their subjects."

"I'm surprised, Mr. Kindall. If there ever was a teacher who needed to lairn to teach a difficult soobject in a simple way, it is the high school teacher with an undigested cooledge eddication. They feed the cheeldren on un-cracked noots ahnd woonder why they do not enjoy them. Besides, there were not a half dozen of them there. Yis, I will be fair with you ahnd say there was a little woman among the instrooctors who taught a class of little wans ahnd talked to the teachers about the lesson, ahnd she was a wonder. The little cheeldren sat on the edge of the chairs while she told them stories and about figures ahnd theengs, ahnd the teachers leaned forward on the disks in front of them to hear her. I never saw a teacher who could do so little herself and get the cheeldren to do so much. Then she told the teachers why the stories should be told ahnd where she found them, ahnd where they could find more, ahnd why the cheeldren loved them, ahnd all that—she never wasted a minute on the phelosophy of the theeng, boot joost showed them what to do ahnd how to do it, ahnd there you ahr."

"What's the difference whether a boy coots his name on a disk when he is four, or when he is fourteen? Boys scratch their names on the disks for soom teachers ahnd they scratch their heads for others, ahnd there you ahr."



Kindergarten Games, Skips and Dances—22d District No. 1—Milwaukee, Wis.

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35237	<b>Instruments of the Orchestra—Part II, Woodwind</b>	<b>Victor Orchestra</b>
	1. The Piccolo—Yankee Doodle—2. The Flute—William Tell Overture (Rossini)—3. The Oboe—William Tell Overture (Rossini)—4. The English Horn—Tannhauser (Wagner)—5. The Clarinet—Zampa (Herold)—6. The Bassoon—Improvisation—7. The Woodwind Section—Tannhauser (Wagner)	<b>Victor Orchestra</b>
	<b>Instruments of the Orchestra—Part III, Brass</b>	<b>Victor Orchestra</b>
	1. The French Horn—Titl's Serenade (Titl)—2. The Cornet—Red, White and Blue—3. The Trombone—Rocked in the Cradle of the Deep (J. P. Knight)—4. The Tuba—Rocked in the Cradle of the Deep (J. P. Knight)—5. Brass Quartet	<b>Victor Orchestra</b>
	<b>Instruments of the Orchestra—Part IV, Percussion Instruments and Entire Orchestra</b>	<b>Victor Orchestra</b>
	1. The Timpani (Kettledrums)—2. The Small Drum—3. Bells—Monastery Bells (Wely)—4. The Entire Orchestra—William Tell Overture	<b>Victor Orchestra</b>

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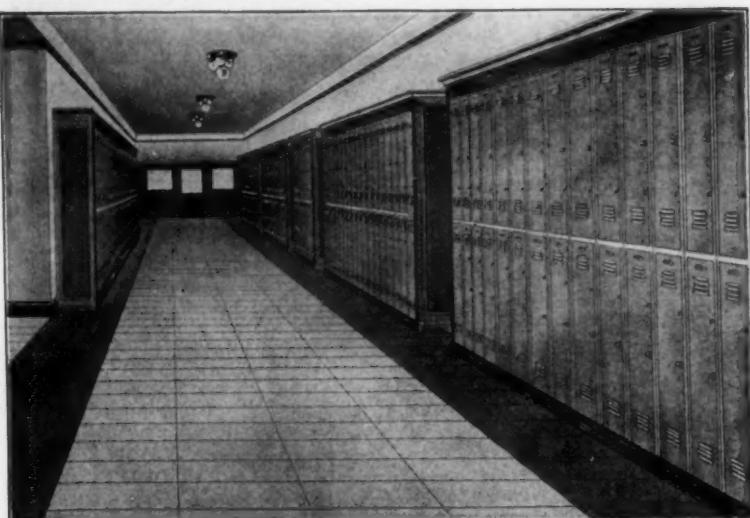
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### DEPARTMENT OF SUPERINTENDENCE.

The meeting of the Department of Superintendence and other Associations held in connection therewith will begin February 24 and close March 1, 1913. Philadelphia was chosen as the place of meeting, and the Bellevue-Stratford will be the hotel headquarters. Most of the meetings will be held in the Central High School, which is conveniently reached by street car one block distant from both hotel and high school.

The Trunk Line Association has granted a fare and a half round-trip ticket from points within its territory, tickets being on sale February 20 and thereafter. The New England Passenger Association and the Southeastern Passenger Association have agreed in this certificate plan arrangement. It is probable that the Southwestern Passenger Association will also grant the same reduction. The lines in the Central Passenger Association are already on a two-cent a mile basis, so that members living in that territory and wishing to avail themselves of the reduction in the other territories will be obliged to purchase a second ticket when they reach the border of the Central Passenger Association's territory. Arrangement has been made under which the return trip may be started on Wednesday, March 5. This will give those who desire an opportunity to witness the inauguration of President Wilson.

In addition to the regular program of the Department of Superintendence, there will be meetings of the National Council of Education, the Department of Normal Schools, the National Society for the Study of Education, the Society of College Teachers of Education, the National Committee on Agricultural Education, the Educational Press Association of America, the National Council of Teachers of English, Conferences of State Superintendents of Education, Conferences of Teachers of Education in State

Universities, Conferences of Teachers in City Training Schools, and meetings of the American School Peace League, the International Kindergarten Union, and the National Association of School Accounting Officers.

The opening meeting of the Department of Superintendence will be Wednesday morning. After the usual opening ceremonies, C. A. Prosser, secretary of the National Society for the Promotion of Industrial Education, will discuss the topic, "Team Work between Schoolmasters and Laymen;" C. P. Cary, state superintendent of public instruction for Wisconsin, will discuss the topic, "Team Play between City Superintendents and City;" and Superintendent P. W. Horn of Houston, Tex., will discuss the topic, "Team Play within the System." In the afternoon, the general topic will be "Uniformity of Standards in School Administration," the leaders of the discussion being T. E. Finegan, third assistant commissioner of education for New York, and F. M. McMurry, Teachers College, Columbia University, New York, N. Y. Wednesday evening, C. H. Judd, director of School of Education, University of Chicago, will present a paper on "Developing the Co-operation and the Initiative of Teachers." Joseph Lee, member of the school committee of Boston, will speak on "Rhythm in Education." Nathan C. Schaeffer, state superintendent of public instruction for Pennsylvania, will discuss the topic, "The Limitations of Examinations." Philander P. Caxton, commissioner of education, Washington, D. C., will speak on "Attainable Ideals".

Thursday morning, the general topic will be "Some Experiments in School Systems and their Outcome." The discussion will be participated in by C. S. Meek, superintendent of schools, Boise, Idaho; L. R. Alderman, state superintendent of public instruction, Salem, Ore.; R. J. Condon, superintendent of schools, Providence, R. I.; and J. H. Francis, superintendent of schools, Los Angeles, Cal. The business meeting of the Department will be held at 11:15. Thursday afternoon will be given over to round-tables—one for the superintendents of larger cities, which will be in charge of Associate City Superintendent Andrew W. Edson, New York, N. Y., on superintendents of smaller cities, in charge of Superintendent E. U. Graff, Omaha, Neb., and one

for state and county superintendents in charge of State Superintendent Francis G. Blair, of Springfield, Ill. It is expected that a speaker of national reputation will be secured for Thursday evening.

Friday morning will be devoted to a discussion of the topic "The Teacher and the Cost of Living," the leader being Professor R. C. Brooks, secretary of the Committee on Teachers' Salaries, Tenure, and Pension. Friday afternoon the general topic will be "Improving School Systems by Scientific Management," the speakers being Paul H. Hanus, professor of education, Harvard University, Cambridge, Mass., F. E. Spaulding, superintendent of Newton Schools, Newtonville, Mass., W. C. Bagley, professor of education, University of Illinois, Urbana, Ill., and A. D. Young of the University of Pennsylvania.

The Council will hold its meetings, one on Monday evening, and three on Tuesday.

The Normal School Department will hold its meetings Thursday afternoon and Friday evening.

### AMONG SUPERINTENDENTS.

Mr. C. B. Cornell, of the Nebraska State University has made the statement that pupils in the schools do not think enough. Mr. Cornell recently conducted an inquiry in the schools and submitted a list of questions to 1,264 pupils in the twelfth grade. The results of the investigation showed that only 42 per cent of the boys and 25 per cent of the girls answered the questions correctly. In reply to a question asking for the number of gallons of water in a tank of given size, only 21 per cent of the boys and 13 per cent of the girls answered it correctly. Results similar to these were reported in the lower grades of the schools at Lexington, Neb. The figures brought out by the investigation tend to the conclusion that the teaching system in the schools is wrong; that the high school pupils do not leave with any large degree of thinking ability, but rather with a lot of routine information.

East St. Louis, Ill.—Mr. F. F. Sams, formerly principal of one of the local schools, has been appointed assistant superintendent of schools. Mr. Sams will have charge of the work in the various schools and will see that the standards are maintained.

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Toronto, Ont. .... 118 Adelaide St. W.  
Winnipeg, Man. .... 259 Stanley St.  
Vancouver, B. C. .... Montreal, Que.

Mr. J. W. Brister, State Superintendent of Public Instruction for Tennessee, has been re-appointed by Governor Hooper. Mr. Brister's new term began January 1st.

Colfax, Ind.—S. G. Watson, superintendent of schools for the past ten years, has resigned to take a position in the Internal Revenue office at Terre Haute.

Superintendent S. J. Slawson of Olean, N. Y., has accepted a position at Stamford, Conn. Mr. Slawson was in charge of the schools of Olean for six years.

Glenwood, Ia.—J. H. Morgan has resigned as superintendent of the public schools.

Somerville, Tex.—Mr. J. M. Clark of San Augustine has been elected superintendent of schools to succeed the late L. S. Hobbs.

A teachers' training course has been established in DuBois, Pa., not only for candidates who desire to become regular teachers, but also for those teachers who do not at present hold a permanent teachers' certificate. The regular teachers must visit the local schools at least one day a year, and other schools one day a year, with full pay. The principals shall visit more frequently.

Superintendent P. H. Walter, of Nowata, Okla., has declared himself in favor of publicity in school work and has, since the beginning of his superintendency, used the local daily papers as a means of bringing teachers and parents together. The result of the experiment has been that tardiness in the schools has decreased fifty per cent while the attendance report shows that only two per cent of the absentees are absent because of reasons other than sickness. The articles printed deal with problems which the teacher is obliged to face, and cooperation between the parents and the schools is fostered. The educational standard of the local schools has been raised through the modern methods used by Mr. Walter in his work.

Superintendent R. W. Kerr, of Sauk Rapids, Minn., has solved the problem of interclass color fights by a simple plan which at the same time raises the efficiency standard of the pupils. The scene of activity is transferred from the physical idea to the literary. Classes are placed in charge of programs to be presented before the whole school. The class organization is given

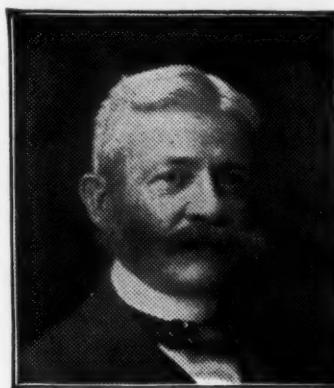
authority to make the assignments and select the material to be used. The teachers for that day relinquish their charge which is transferred to the presiding class of the day. On the day appointed the pupils assemble and the school flag is displayed during the last half of the afternoon. After the program is over the colors are taken down and the activities are over. English marks are given as a result of the work at each session.

The school board members and Superintendent C. A. Chadsey of Detroit, Mich., are considering the appointment of three assistant superintendents to reduce the volume of work devolving upon the superintendent. It is planned to have each assistant work in one district two years and to change the district at the end of the prescribed term so that no political cliques could be formed. The changing of the districts would also enable the assistants to become familiar with the whole school system and thus become of great value to the superintendent.

Superintendent W. O. Riddell of Des Moines, Ia., has recently come out strongly against the motion picture in the schools. Mr. Riddell has condemned the campaign of Thomas A. Edison to secure the pictures in the schools and has declared that the idea is impossible and would not aid in the education of the children. He is of the opinion that the brain becomes fatigued sooner by looking at pictures than it does in ordinary study.

Superintendent F. B. Dyer, of Boston, has declared that the reason for the disappointing results in the arithmetic tests recently conducted by S. A. Curtis is the lack of possibilities for individual instruction. Mr. Dyer believes that pupils need individual instruction in this subject at one time or another and that the ideal teaching force would be large enough to admit of each public school child receiving direct personal attention. He also pointed out that the overlapping from grade to grade is constant from city to city and can be traced not to any lack on the part of the schools or the teaching force but to the individual differences of children in native ability. The remedy which was urged for the condition was greater attention to individual needs.

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Commissioner A. S. Draper of the New York state education department has appointed William R. Watson, formerly librarian of the San Francisco public library, as chief of the educational extension division of the state, to succeed William R. Eastman, who retires on January 6th after twenty years' service. The new appointee stood first on the eligible list certified by the state civil-service commission.

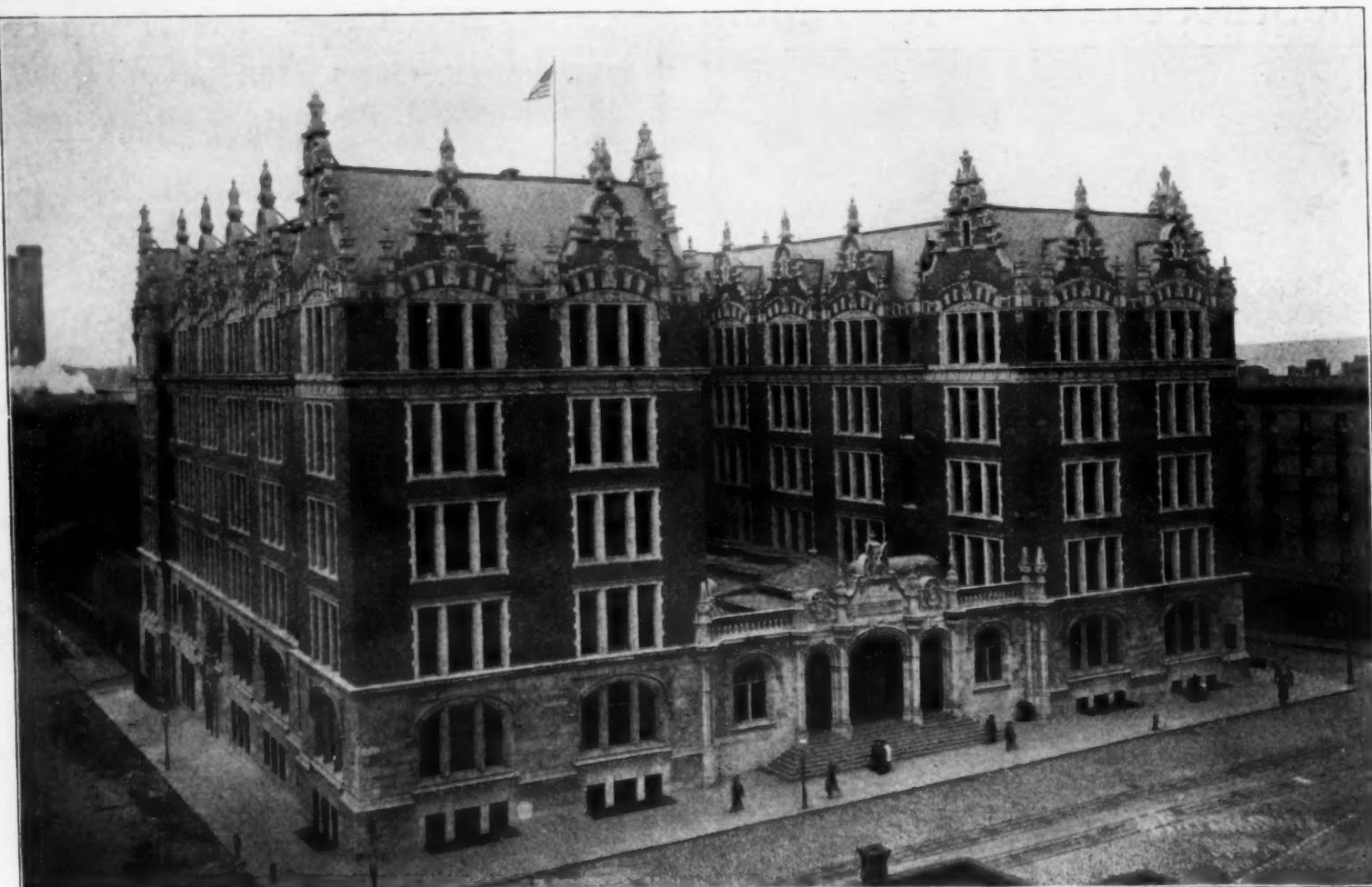
Mr. Watson, who is 44 years old, has been connected with library development since 1895. He has been assistant librarian of the Carnegie library at Pittsburgh and of the California state library. Since the San Francisco earthquake Mr. Watson has had charge of the restoration and development of the municipal library system of that city.



WALTER S. DEFFENBAUGH

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Newly appointed collector and compiler of statistics for the U. S. Bureau of Education to be in charge of the Division of School Administration.



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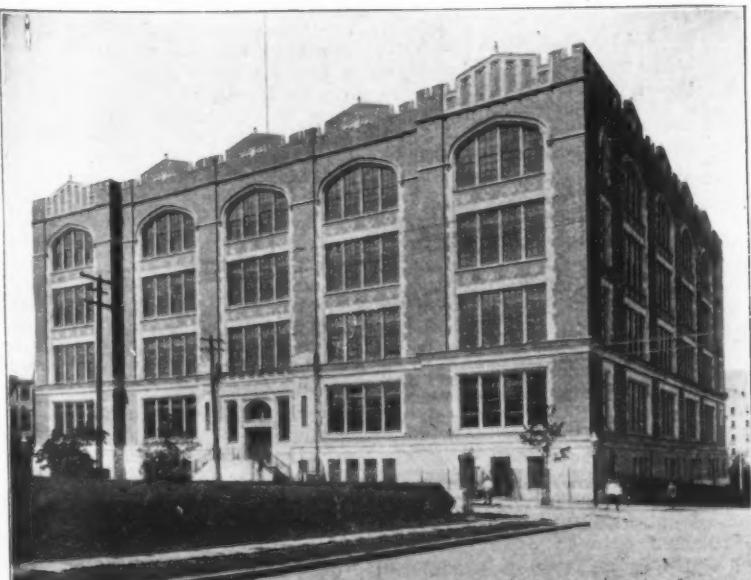
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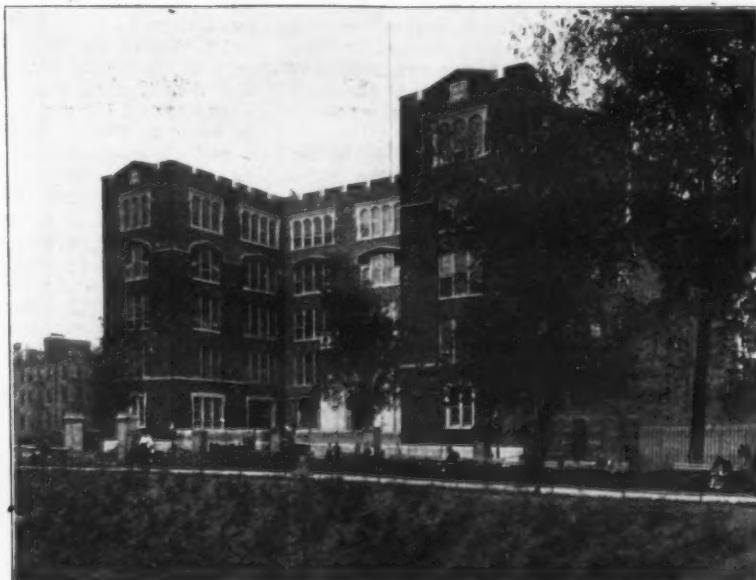
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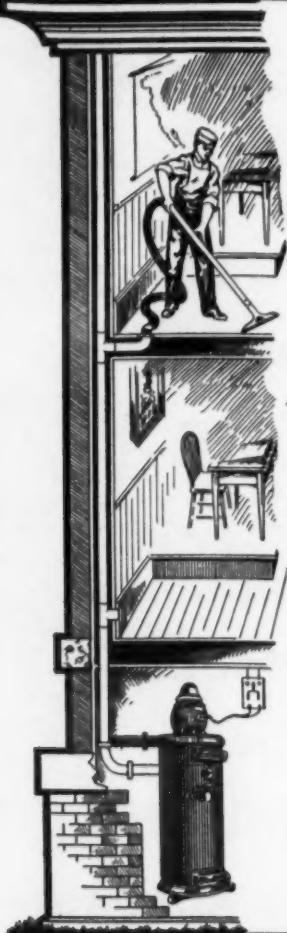


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## School Administration.

### Duties of Superintendent.

The school board of Lowell, Mass., has recently adopted a set of regulations governing the duties of the superintendent. The rules are as follows:

1. The superintendent of schools shall be, ex officio, secretary of the school committee.
2. He shall have his office in city hall, and shall announce and keep such office hours as the school committee shall direct or approve. In case of his temporary absence, except when engaged in necessary school work outside his office, he shall notify the chairman of the committee.
3. He shall have the direction, care and supervision of instruction and discipline in all the public schools of the city; he shall visit the schools as often as practicable and examine their condition.
4. He shall pay particular attention to the classification of the schools, that there may be, so far as practicable, a uniform course and system pursued in all corresponding grades; he shall see that the prescribed textbooks are used and the prescribed studies pursued, and that the rules and orders of the committee respecting the schools are carried into effect.
5. He shall have and is hereby given the authority to call meetings of all or any of the teachers or employees of the school department whenever in his judgment such meetings shall be deemed necessary or conducive to the good of the service.
6. He shall endeavor to secure a general and regular attendance of pupils in all the schools, and shall equalize, as far as may be, the numbers in the different schools and in the different rooms of the same school. He shall take measures to prevent truancy and non-attendance, and shall cause delinquents to be reported to the proper officer. He shall endeavor to secure the observance of the laws relating to the employment of children in manufacturing corporations or other lines of activity.
7. Transfers. He shall have the direction and control of all transfers of pupils from one school to another of the same grade, and shall approve the certificates therefor. Transfers between primary schools shall be at his discretion, but in doubtful cases he shall consult the sub-committees of the schools which may be involved in the transfer. Transfers between grammar schools may and shall be made by him whenever, in his judgment,
- such transfers may seem necessary or advisable, but all such transfers shall be reported to the committee at the next succeeding meeting for approval or disapproval by the full committee.
- Change of residence from one school district to another makes of itself a transfer in school enrollment.
8. He shall have charge and direction of all assignments of teachers and supervisors, taking into account the fitness and qualifications of such teachers and supervisors and the needs and requirements and the duties to be performed, and shall report all such assignments to the committee at the next succeeding meeting for approval or disapproval by the full committee.
9. He shall have charge and direction of the truant officers, and may make such rules for their direction as he shall deem advisable; but such rules shall be subject to the approval of the committee.
10. Under the direction of the committee on schoolhouses and hygiene he shall have charge and direction of school physicians and their assistants, and all reports of such physicians shall be made to him.
11. He shall visit at his discretion or by order or suggestion of the committee the private schools within the city for the purpose of ascertaining whether they are conducted in accordance with the laws of the commonwealth.
12. He shall have supervision and direction of all courses of study in all or any of the public schools and of the apportioning of the time to be devoted to the various studies. He shall have the authority to make changes in the courses of study, provided that such changes be reported to the committee at the next succeeding meeting for approval or disapproval of the committee.
13. He shall conduct and have immediate charge of all examinations held under the rules of or at the direction of the school committee and shall have the custody of and be held responsible for all and any sets of questions and examination papers connected with or relating to such examinations, except when such custody or responsibility shall have been otherwise entrusted by express direction or order of the committee.
14. He shall attend all meetings of the committee except while his election and salary are under consideration, and, when called upon, communicate such information as he may have upon
- the subject under discussion. He shall, when requested, attend the meetings of standing committees, and render them such service as may be required. He shall keep a list of the candidates who have been awarded certificates of qualifications to teach, under the provisions of section 1 of chapter 5. He shall assist the several sub-committees, and advise with them as to the condition of their schools. He shall prepare and present to the board early in January a general report of the schools for the preceding year, accompanied by such statistical tables and suggestions as to the improvement of the schools as he may deem advisable.
15. He shall receive and examine all bills which the committee has authorized, and, if correct, so certify, and present the same to the committee on finance. He shall pay particular attention to the schoolhouses, yards and appurtenances, and to the methods of heating and ventilating. He may make purchases of ordinary supplies, and may cause any slight repairs, immediately needed, to be made by the proper officer. He shall annually, in the month of December, compute the average expense per scholar in each grade of the day schools. He shall ascertain all the facts with respect to non-resident pupils, and see that the tuition bills are placed in the hands of the city treasurer for collection.
16. He shall have and is hereby given the authority to act as the executive officer of the committee in any matter of school administration which may not be specifically provided for by the rules or orders of the committee; but all such acts shall be reported at the next succeeding meeting of the committee.

In its annual report the Buffalo school board recommends that not more than 35 pupils be assigned to a single teacher and that all abnormal, mentally deficient and backward children be eliminated from the regular classroom. Such pupils should be accommodated in special classrooms. A more rigid system of promotion is advocated, thus avoiding the permanent injury of promotion in order that the teacher or principal may "make a showing". As to ventilation of classrooms, the report says: "The old-fashioned, open-window ventilation seems to remain the only dependable method of providing fresh air."

Superintendent J. H. Francis of Los Angeles, Cal., has ordered principals of schools to provide instruction in the essentials of hygiene for the fifth and sixth grades of their respective schools. Mr. Francis believes it is one of the most important subjects which can be taught in the schools and has taken action for this reason.

The school board of Wichita, Kans., voted to allow substitutes \$3 per day in cases where they filled the place of a regular teacher.

**MANNER OF SELECTING THE SCHOOL BOARD.**

Recently articles in the School Board Journal have dealt interestingly with the manner in which the School Board should be selected. Readers of the Journal may be interested in an unusual if not an unique method to be found in the little city of Selma, Alabama. This city in the year 1910 had a total population of 13,649.

Since the year 1845 the schools of the town have been under a governing board, now styled The City School Board of Selma. The Board is composed of eleven members. These members hold office for life. In the event of a vacancy by death, resignation, or removal from the city, it is filled by the remaining members of the Board. Originally this Board was a private corporation in control of The Dallas Male and Female Academy—an *ancient and honorable* institution of ante bellum days. This institution maintains its existence till to-day and its Board of Trustees automatically becomes The City School Board of Selma, which controls all other schools of the city.

It is occasionally urged by local persons that this method is unique and occasionally that it is *undemocratic*. However, on the whole, public sentiment endorses the Board as organized and selected. It is interesting to note some of the results:

As to the Board as at present constituted, three members are leading lawyers, three are presidents of the three banks of the city, two are cotton merchants, one is a physician, one is a wholesale merchant, and one has retired from active business. All are undeniably men of the highest character. Six are university men. Among those who have served in times past are to be found a United States Senator, a Justice of the State Supreme Court, a prominent leading counsel of one of the great railways, a beloved physician, a capitalist, planters, and men noted for activity in other lines.

The work done by this Board should also be interesting. In forty-five years they have chosen but four men as Superintendent, the fourth man being now in active service. The Board is notably non-political. In the celebrated prohibition campaign in the year 1909 proposing an amendment to the Constitution of the State the members of the Board were strongly divided on the issue. No member on either side the issue ever approached the Superintendent for his vote or influence. In voting for a prominent official the Superintendent has been obliged to vote contrary to the wishes of a prominent member of the Board who is one of his strongest personal and official friends. Nepotism has never been practiced by the Board. The tenure of office of teachers as well as Superintendents is longer than at any other place in the State. The teachers of elementary grades are notably the best paid elementary teachers in the State. The schools have been financed with eminent success. The balance on hand for the past several years at the close of the scholastic year has ranged from \$2,500 to \$10,000; and the Board does not owe a dollar. Vocal Music has been taught in the schools since the year 1858. Manual Training, including shopwork in wood, was introduced in the year 1903. Penmanship is taught to every child in every grade and class, including the High School.

We hear a good deal nowadays about probationary periods for teachers and indefinite tenure of office thereafter, conditioned on good behavior and efficiency. Why not have indefinite tenure of office for the school board members?

**Bridgeport Schools Investigated.**

Superintendent J. H. Van Sickle, of Springfield, Mass., has been selected by the School Committee of Bridgeport, Conn., to investigate the public schools of that city. With the assistance of six schoolmen, Mr. Van Sickle began the inquiry in December and expects to complete it during February.

The aim of the Bridgeport schools in arranging the investigation is to bring them to the highest possible degree of efficiency in all departments, and with this aim in view, the investigation is to cover thoroughly the entire system from top to bottom. The inquiry will extend even beyond the borders of the actual educational system into the industrial conditions of the Connecticut city upon which the needs of the school department are based.

The investigation, as planned, embraces a thorough study of the ordinary departments of school work. Every school is being visited by the experts to compare the methods of the teachers in the various schools with those in the others and with those in use in other cities with which they are familiar. Specimens of the average daily work of the pupils will be assembled and classified according to grades, and gone over in detail by the investigators with a view to making suggestions for changes in the methods of teaching. It is also probable that special examinations covering a vast range of work will be held by which the shortcomings and the excellences of the Bridgeport system will be determined. All the data collected will be gone over by Dr. Van Sickle, who will suggest in his final report the changes which appear desirable in Bridgeport.

Among the men associated with Dr. Van Sickle are Andrew W. Edson of New York City and Egbert E. McNary of Springfield.

**New Agent of the Massachusetts Board of Education.**

The Massachusetts State Board of Education has secured Mr. Frederick B. Turner of the Mechanic Arts School, Boston, as temporary agent for industrial education. Mr. Turner has previously been connected with this department and will have charge of vocational work for boys and men in the State—aided industrial schools.

Such schools are now maintained in nineteen communities in the State. For their supervision, the Massachusetts Board of Education now employs a staff consisting of Mr. C. R. Allen, acting deputy commissioner, and four agents. Mr. Egbert McNary, director of the Springfield Industrial School, is acting special agent of the Board in the western part of the State. Miss Helen R. Hildreth is in charge of the industrial vocational departments for girls. The work in the vocational departments is intended to fit girls for earning a living and is done as nearly as possible under commercial conditions and requirements. Mrs. Eva White is in charge of the work in practical arts. This is evening work planned to train working girls in the home making arts entirely on the home or personal basis and not for commercial purposes. A girl is trained to make dresses and hats for her own use, not for commercial shop work in dressmaking or millinery.

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HUNTINGTON PARK Huntington Park Union High School	Froebel School
LOS ANGELES Western Avenue School	Harney Heights School
MONROVIA Monrovia High School	Horace Mann School
REDLANDS Redlands Polytechnic High School	Madison School
RIVERSIDE Riverside Polytechnic High School	Perrone School
VENTURA Ventura Polytechnic High School	Simmons School
WHITTIER Whittier High School	Washington School
<b>CONNECTICUT</b>	<b>NEW HAMPSHIRE</b>
BRIDGEPORT Myrtle Avenue School	LANCASTER Lancaster High School and Academy
North Washington Avenue School	MANCHESTER Amory Street School
BRISTOL Bristol High School	Merrimack Street School
Federal School, District No. 1	
HARTFORD Brown School	<b>NEW JERSEY</b>
Noah Webster Kindergarten	ATLANTIC CITY Ohio Avenue Grammar School
Noah Webster School	KEARNY Washington School
West Middle School	
MIDDLEBURY Westover School for Girls	<b>NEW YORK</b>
NEW HAVEN Yale University (Haughton Hall)	BROOKLYN St. Augustine's Parochial School
Yale University (Skull & Bone Society House)	ITHACA Telluride Institute
Yale University (Vanderbilt Hall)	JOHNSTOWN Johnstown High School
Yale University (Wright Memorial Dormitory)	NEW YORK CITY Society of Ethical Culture
NEW LONDON Harbor School	PEEKSHILL Drum Hill School
SOUTH MANCHESTER Lincoln School	ROSLYN, LONG ISLAND Roslyn Union Free School
Ninth District School	TROY Rensselaer Polytechnic Institute
South Manchester High School	UTICA Potter Avenue School
WATERBURY Crosby High School	
WATERTOWN Taft School	<b>OHIO</b>
	AKRON Lincoln School
	South High School
	CINCINNATI Douglass School
	Fourteenth District School
	Gulford School
	Harrison School
	Hughes High School
	McKinley School
	Ohio Mechanics' Institute
	Sixth District School
	Winter Place School
	CLEVELAND Longwood School
	Miss Lyman's School for Girls
	COLUMBUS Hoy Avenue School
	West Broad Street School
	MANSFIELD Hedges Street School
	Newman School
	Western Avenue School
	oberlin College (Warren Gymnasium)
	TOLEDO Joseph W. Scott High School
	Stickey School
	YOUNGSTOWN Wood Street School
	<b>TEXAS</b>
	AUSTIN University of Texas Library
	HOUSTON First Ward School
	Rice Institute, Administration Building
	Rice Institute, Mechanical Laboratory
	Rice Institute, Residential Hall for Men and
	Commons
	Sixth Ward School
	WAXAHACHIE Trinity University (Dormitory)
	<b>VIRGINIA</b>
	RICHMOND Madison School
	<b>ALBERTA</b>
	EDMONTON Edmonton High School
	<b>ONTARIO</b>
	TORONTO Domestic Science Building
	Kent School
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#### CREDIT FOR HOME WORK.

L. R. Alderman, state superintendent of Oregon, has just issued a most interesting pamphlet entitled, "School Credit for Home Industrial Work." The idea is to teach the child that all things have an educative value, and that school does not begin and end at the school-yard gate.

Several very interesting experiments are reported covering a variety of schools. The tasks performed by pupils are never difficult. Contests are held and prizes awarded on credits. For instance, in one school the following plan was worked out:

Credits were given for tasks done. Specific items were taken and applied to general conditions. The credit schedule is interesting: Building fire in the morning, 5 minutes; milking a cow, 5 minutes; cleaning out the barn, 10 minutes; splitting and carrying in wood (12 hours' supply), 10 minutes; turning cream separator, 10 minutes; cleaning horse (each horse), 10 minutes; gathering eggs, 10 minutes; feeding chickens, 5 minutes; feeding pigs, 5 minutes; feeding horse, 5 minutes; feeding cows, 5 minutes; churning butter, 10 minutes; making butter, 10 minutes; blacking stove, 5 minutes; making and baking bread, 1 hour; making biscuits, 10 minutes; preparing the breakfast for family, 30 minutes; preparing supper for family, 30 minutes; washing and wiping dishes (one meal), 15 minutes; sweeping floor, 5 minutes; dusting furniture (rugs, etc., one room), 5 minutes; scrubbing floor, 20 minutes; making beds (must be made after school), each bed, 5 minutes; washing, ironing and starching own clothes that are worn at school (each week), 2 hours; bathing (each bath), 30 minutes; arriving at school with clean hands, face, teeth, and nails, and with hair combed, 10 minutes; practicing music lesson (for 30 minutes), 10 minutes; retiring on or be-

fore 9 o'clock, 5 minutes; bathing and dressing baby, 10 minutes; sleeping with window boards in bedroom (each night), 5 minutes; other work not listed, reasonable credit.

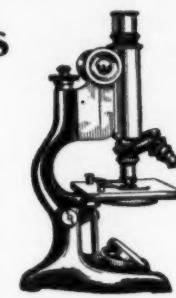
The conditions and rules of the home credit contest were as follows:

1. No pupil is obliged to enter the contest.
2. Any pupil entering is free to quit at any time, but if anyone quits without good cause all credits he or she may have earned will be forfeited.
3. Parent or guardian must send an itemized list (with signature affixed) to the teacher each morning. This list must contain the record of the work each child has done daily.
4. Each day teacher will issue a credit voucher to the pupil. This voucher will state the total number of minutes due the pupil each day for home work.
5. At the close of the contest pupils will return vouchers to teacher, the six pupils who have earned the greatest amount of time, per the vouchers, receiving awards.
6. Contest closes when term of school closes.
7. Once each month the names of the six pupils who are in the lead will be published in the county papers.
8. Ten per cent credit will be added to final examination results of all pupils (except eighth graders) who enter and continue in the contest.
9. When pupil has credits to the amount of one day earned, by surrender of the credits and proper application to teacher he may be granted a holiday, provided not more than one holiday may be granted to a pupil each month.
10. Forfeitures—Dropping out of contest without cause, all credits due; unexcused absence, all credits due; unexcused tardiness, 25 per cent off all credits due; less than 90 per cent in department for one month, 10 per cent off all credits due.
11. Awards—Three having highest credits, \$3 each; three having second highest, \$2 each. Awards to be placed in a savings bank to the credit of the pupil winning it. Funds for awards furnished by the school district board out of general fund.

School officials will be interested in securing this pamphlet, which can be had by addressing Mr. L. R. Alderman, State Superintendent Public Instruction, Salem, Ore.

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#### SCHOOL BOARD NEWS.

Efforts have been made by the School Voters' League of Boston to abolish or modify the regulation recently passed by the school board prohibiting teachers from engaging in political activities. It is planned to create a sentiment among the board members for the repeal of the rule on the basis that at some future time it may wish the testimony of teachers themselves when in need of a solution to some problem before the legislature.

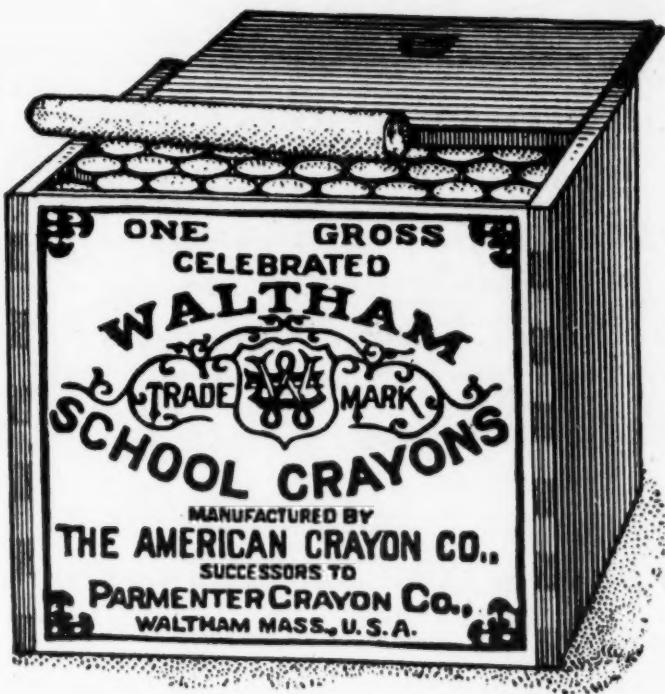
The board of education of DuBois, Pa., has dropped the designations Freshman, Sophomore, Junior and Senior as applied to high-school classes, and will not permit organizations in either the first or second year classes.

Final examinations have been abolished throughout the public schools of the city and daily work is emphasized, counting 75 per cent, which with a monthly test counting 25 per cent, will be the basis for promotion. All pupils must make at least a grade of 60 per cent in the monthly tests, which are to be given at unannounced times.

Indications point to a needed improvement in school management in New Orleans by the coming into office of the five school directors who succeed the old board that consisted of seventeen. The new board was organized Dec. 4, with Charles T. Soniat, president; Sol Wexler, vice-president, and E. A. Williams, secretary. Mr. Williams was the secretary of the old board and is regarded as an exceptionally efficient secretary. The board adopted new rules which reduced the number of committees from nine, in operation in the old board, to four and provided for meetings twice per month. All of the business of the first meeting, including the adoption of rules was conducted in a half hour while the old board frequently was in session from 8 o'clock until midnight the partisan jealousies of the members from the wards frequently germinating useless discussion and prolonged wrangling.

The school board of Memphis, Tenn., has agreed to admit children from outside districts and counties to the city schools. Children living within a half mile of the city limits have always been admitted but those living farther away have been required to pay tuition. The

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new arrangement makes the county board of education responsible for the tuition of these pupils.

Reform in the extravagance of costly dresses for commencement exercises and also to exploit the benefits of the domestic science department of the Davey School in New Orleans, determined the pupils of the eighth grade to make their own dresses. The dresses will be used on the occasion of the exercises when the class passes into the high school and will cost each pupil one dollar. They will be made in the domestic science department of the school and of the most simple material. Superintendent Gwinn has urged that all the schools adopt the plan initiated in the Davey school.

The school board of Hamilton, O., has petitioned the city council to substitute wood paving blocks for brick in the paving which is to be done between the tracks of the city electric line running in front of one of the public schools. The board objects to the noise which results from the use of brick.

New Bedford, Mass.—The school board has decided to purchase an automobile for the use of the inspector of school property. The salary attached to the position was raised from \$1,400 to \$1,600.

The school board of St. Paul, Minn., has discontinued the furnishing of magazines of general interest to high schools and of pedagogical reading matter to training schools. The cause of the action was due to a desire for economy and the belief that these periodicals were not of any direct benefit to students.

The committee on reports of the board of education of New York City has recommended that a fuller record of the causes for children leaving school would be advantageous to the school authorities. It is not deemed wise to require such extended records in the elementary schools because of the limited force for accomplishing the work, but in the two trade schools with their advantages of smaller numbers and secretaries, and in the high schools where the introduction of vocational guidance work offers facilities for careful investigation, it is urged that the idea be adopted.

The members of the faculties in the high schools of Philadelphia have been ordered not

to smoke when going to or returning from school. A similar order was first issued to the students and was followed by the statement that the teaching body ought to submit as well and thus give a good example to the students.

Kankakee, Ill.—The school authorities have introduced a card-index system for keeping the records of the children in attendance at the various schools of the city. The records are to be kept by the teachers in each room and include the date of entrance, a record of transfers, health of pupil, deportment, class standing, promotions and information regarding withdrawals. Under the old system there was no provision made for the compiling of such statistics, but with the new plan it will be possible to have all the information relating to the child's school life in convenient and accessible form.

Another innovation which the local board is endeavoring to carry into execution is the proposed all-year-round school replacing the nine months' plan. Along with this idea, it is proposed to extend the manual training department so that when a boy leaves school he will have a knowledge of the trades as well as a common school education.

Haverhill, Mass.—An employment bureau has been opened for pupils of the high school. The bureau will enable pupils who are obliged to work to remain in school and continue their education. Those who desire employment are required to give their age, address and experience if they have had any.

Pittsburgh, Pa. The board of education has adopted the accounting system of the United States Bureau of Education, to be used in the preparation of the 1913 budget.

Through the new cost accounting system the board will be enabled to express the cost of everything in "figures of children," that is, every large item of expenditure will be separated into its cost per child. In the end it will be known just what each child's public education costs its parents and others. The contract price of building construction will be figured on per child and per cubic foot units, and the costs of school supplies will be reached in the same way.

The United States Bureau of Education, in urging the adoption of this system of accounting in public schools, bases its superiority on the fact that as it fixes costs per pupil, and as all

the forms in the several cities are alike, the cities may profit by a study of the economies or extravagances of every other city. The school officials of Pittsburgh declare the system will abolish the old method of lump purchases and will minimize waste and leaks. Accounts for each school will be kept separate and also the various kinds of supplies.

Elgin, Ill. Principals of schools have been ordered to dispense with school fire drills in cold and inclement weather. The order was for the purpose of preventing children from taking cold, which is likely to occur if they rush out from a warm schoolroom into the cold outdoor air.

The city attorney of Los Angeles, Cal., following a request of the board of education, has been instructed to draft an ordinance prohibiting persons from purchasing school books from children without the written permission of parents or principal. The purpose of the ordinance is to prevent the traffic in stolen textbooks.

The school board of Ossining, N. Y., has passed an order that a fee of \$10 be required of all persons desiring the use of the high school auditorium for evening meetings. The amount named has been fixed to cover incidental expenses.

Walla Walla, Wash. A night school course, covering a period of three months, has been established. A class for foreigners has been opened.

#### Utah Schools Grow.

The school census of Utah has been compiled by the state board of education and shows a total school population of 57,202 white boys and 250 colored; there are 56,868 white girls and 268 colored.

The population of the schools of first and second class cities, which comprise Salt Lake City, Ogden, Provo, Logan and Murray, is estimated at 38,072. Of this number, 18,636 are white boys and sixty-five are colored; 19,311 are white girls and sixty are colored. The census of Salt Lake City, alone, shows a total of 23,624, of which 11,420 are white boys and fifty are colored boys; 12,106 are white girls and forty-eight are colored.

The report shows that there are few afflicted children in the state as shown by the fact that nineteen blind and sixty-four deaf children were noted.

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**Principles and Methods of Teaching Reading.**

By Joseph S. Taylor, district superintendent of New York City schools. 238 pages. Price, \$0.90, net. The Macmillan Co., New York, Chicago.

The aim of the volume is indeed laudable. It is to make teachers realize that the teaching of reading is a fine art, requiring special preparation. Every page sustains the author's statement that "he has collected into a convenient form opinions, practices, principles, methods, devices and experimental discoveries, widely scattered in books and periodicals, hoping they may be useful to students and to teachers." The first chapter traces the various steps by which a child learns to talk and shows that reading is essentially a matter of association. The second chapter analyzes the physiological factors involved in oral and written speech. Here clear expression of scientific facts, pertinent examples, instructive illustrations give some fascinating reading. Principles deduced from these studies appear in chapter III. Later the ends which a reading teacher has in view are discussed, followed by a statement of the principles governing the most approved current practice. Then the author presents the results of a study made on the amount of matter that may profitably be read in each of the eight years of the elementary school. These conclusions are based upon the experience of some seven hundred teachers and about thirty thousand children. Valuable information. A discussion of the method of testing children in reading, a brief summary of the hygiene of reading, a list of the authorities consulted in the preparation of the book are other important points. Aside from the formal list, whenever quotations or special conclusions are quoted, the authority is given at the bottom of the page—title, author, publisher, page referred to—a most satisfactory minuteness.

The mind lingers over the many good points in the book. The great value of intelligent reading aloud to pupils, the kind of reading, children naturally choose at different ages, oral reading, as an expression of the impression received, simple dramatization in which acting vitalizes words and phrases are a few. There are many more equally suggestive.

**Stuttering and Lisping.**

By E. W. Scripture, Columbia University. 251 pages. Price, \$1.50 net. The Macmillan Co., New York, Chicago.

Social service is a twentieth century movement. Even the defective classes are receiving

serious and scientific treatment, though it has taken the world a long time to learn that the good of the individual should also be the good of all.

Our author's views as to the nature of stuttering and lisping and the methods of treatment proposed are the results of these lines of work: 1. A long experience in experimental psychology in the laboratory of the University of Leipzig and later in his own laboratory at Yale University; 2. An almost equally long specialization in experimental phonetics at Yale and in Germany. 3. The treatment of thousands of patients in the speech department of the Vanderbilt Clinic and in private practice. As his theory in regard to stuttering is rather individual it may be well to state that in his opinion stuttering is a disease marked by the following cardinal symptoms: 1, spasms of the muscles of speech, 2, anxiety (embarrassment or fear), 3, fixation of these conditions by habit and 4, the existence of these symptoms only in the presence of others. These are but symptoms. From study and treatment of many stutterers he infers that "stuttering is a diseased state of mind which arises from excessive timidity and shows itself in speech peculiarities which will enable the person to avoid occasions where he will suffer on account of timidity."

In treatment a thorough mental and bodily examination must precede all efforts to make the stutterer feel that the whole world is much more friendly than he thinks and thus inspire confidence. Then come special exercises to break up the laryngeal cramp and gain a melodious and flexible tone, to develop slowness of speech, to correct enunciation, and, first and last, many devices for gaining confidence. In reading the pages the conviction grows that stuttering is indeed a serious trouble whose cause is mental but sub-conscious, making a cure often possible only by a careful study of the patient's sub-consciousness. One becomes ready to accept the opinion that any diagnosis should be made by an expert, that any judicious treatment demands special training. But it is much to have the cause of the grave drawback explained.

Lisping may result from defects in the organs of speech. Those defects can often be easily remedied. It may be caused by nervousness or sheer negligence on the part of the lisper. It, however, is amenable to ordinary treatment, and regular teachers may expect their efforts to be followed by a cure.

In part III many specific exercises are given for the correction of specific difficulties in stuttering or lisping. Of the one hundred and seventy-nine cuts most show records made by mouth, tongue, palate in pronouncing or mispronouncing certain letters or words. These are curious and interesting. It is significant that two-thirds of the selected references are to French or German books.

Those who have anything to do with these

handicapped ones will be greatly helped by the contents of this book.

**The Merrill Speller.**

Book I. By J. O. Wilson. Cloth, 132 pages. Price, \$0.20. Chas. E. Merrill Co., New York.

**The Merrill Speller.**

Book II. By J. O. Wilson. Cloth, 126 pages. Price, \$0.20. Chas. F. Merrill Co., New York.

Spelling material for six grades from the third to the eighth inclusive, is found in these two attractive books. Steady and varied drill is given to the well selected lists, that the words may be spelled rightly, pronounced rightly, used rightly. There is no half-way ground in spelling. What is not right, is wrong.

**Xavier de Maistre's La Jeune Siberienne.**

Edited by Charles W. Robson. 16mo. Cloth, 138 pages. Price, \$0.35. Ginn & Co., Boston, Chicago.

The editorial work upon "La Jeune Siberienne" is particularly full and good; the style of this clean and wholesome story is a model of narration and description. That past-master of criticism, Sainte-Beuve, has placed Prosper Merimée and Xavier de Maistre side by side as "the most perfect tellers of tales in the simple style."

**Winter.**

By Dallas Lore Sharp. 148 pages. Price, \$0.60. Houghton Mifflin Co., Boston.

By story, sketch, and suggestion—each and all having a fine literary quality—Dallas Lore Sharp shows that winter is full of charm. A season of snow, ice, and storm, it is instinct with life, securely shielded from harm.

**A Practice Book in Arithmetic.**

By Harriet E. Sharpe. 78 pages. Silver, Burdett & Co., New York, Chicago.

Teachers will be saved some drudgery of blackboard work and pupils some eye strain by using this "Practice Book." Its contents form good, supplementary work for pupils of the second and third years.

**Berry's Writing Primer.**

By J. H. Woodruff, B. D. Berry and H. W. Flickinger. Published by B. D. Berry & Co., Chicago.

To get the best lines for writing the editors have wisely made selections from Sears's "Alphabet Rhymes." These inimitable rhymes with the exquisite full-page pictures will make learning to write a joy to little children.

**The Conservation of the Child.**

By Arthur Holmes, University of Pennsylvania. 345 pages. J. B. Lippincott Co., Philadelphia, Pa.

Mental deviates, moral deviates, aments, the psychological clinic, and many other uncommon terms in dealing with the training of moral and mental defectives almost constitute a phraseology in a new and important branch of child training. This work offers a practical guide to the psycho-clinician, and at the same time extends the discussion relative to retarded children far enough

## New York Board of Education Investigates Systems of Shorthand

A special committee appointed by the New York Board of Education has been investigating the claims of the various systems of shorthand, shorthand textbooks, and the question of the teaching of shorthand in the New York high schools. Their report, which has lately been published, is very strongly in favor of the retention of the present system taught in the schools, namely, Isaac Pitman Phonography. The committee, after an exhaustive investigation, find that the Isaac Pitman system has given eminent satisfaction; that the shorthand teachers are practically unanimous in favoring its retention; and that the practical results obtained with it are excellent.

"We believe," says the committee, "that the Isaac Pitman system is the best system for the schools. In our judgment it has the best textbooks. It has the widest range of literature engraved in shorthand for reading practice; and it has the largest number of textbooks devoted to training the specialist in shorthand." Finally, the committee, believing that authenticity of textbooks is just as important as uniformity of system, recommend that no textbooks be added to the list, or permitted to remain on the list, that are in conflict with the approved principles of the Isaac Pitman system.

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to make it of service to the teacher, to the medical man, and to all those interested in child welfare. The work is intended to alleviate the mental ills of children, and is a valuable addition to this scarce class of literature.

### Complete Course in Bookkeeping.

By Geo. W. Miner, Westfield, Mass. 334 pages. Price, \$1.40. Ginn & Co., Boston, Chicago.

In this volume there are sets for practice. Number I, Retail Fuel and Feed business; II, Wholesale Carpet business; III, Grain and Seed business; IV, General Hardware business; V, Jobbing Furniture business; VI, Wholesale Grocery business; VII, Dry-Goods business, and VIII, Manufacturing business. There are several appendices, and an index. The book is divided into Introductory, Intermediate, and Advanced Courses.

### A Valiant Woman.

By M. F. 12mo, cloth, 303 pages. Price, \$1.00, net. Thos. Y. Crowell & Co., New York.

Whoever "M. F." may be, she certainly has a trenchant pen, has written a valuable contribution to the educational problems of our day. Perhaps her strongest arraignment is on the present-day perversion of educational methods which originated with Rousseau, Pestalozzi, and Froebel. The book will be read with keen interest by thinkers. We can scarcely refrain from quoting one or two passages, as a sample of her style and her fearlessness of thought. "Culture has always been and will always be the privilege of the few, not because opportunities for culture are not general enough, but because the capacity for it is rare. The fact is summed up in the homely proverb, 'You can't make a silk purse out of a sow's ear.' Be very sure that you can't. All you can hope to do is to rub the hair off and make a pigskin purse, and modern education does not even do that. It leaves all the hair on, bristling with importance and impertinence."

In the chapter on Ethical Teaching, she has this sensible remark: "Modesty in dress, in speech, in action—this is our duty to teach; not harshly, but with persuasive and eloquent insistence. A style of dressing prevails among

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DEPARTMENT OF PUBLIC INSTRUCTION.  
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TOPEKA.

October 26, 1912.

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*E. T. Fairchild*  
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high-school girls which is the extreme of bad taste and impropriety. The painted faces, bare arms and necks, the gaudy, jingling ornaments, the peculiar cut of the dress designed to show every movement and outline of the figure, betray too plainly that it is not enlightenment in the direction of sensual snares that is needed, but rather restraint, lessons in modest behavior, in quiet sensible dressing, and in courtesy and thoughtfulness for others."

### Principles of Educational Practice.

By Paul Klapper, New York City College. 485 pages. D. Appleton & Co., New York.

There are good chapters in this volume, notably on "Imitation," "Interest," and "Formal Discipline." All through, the book is worth reading. The author, of course, follows the current and puts "social efficiency" as the only guiding principle in educational practice. Hence he holds that only so much of history is to be taught as will enable a boy to comprehend the present political and economic situation; this is a remarkable view. The answer to this and similar arguments has been often given, and lately with great success by the author's colleague, Prof. Sachs. Education deals with individuals, and strives to bring them up to their highest point of personal efficiency, and this is a matter that is determined chiefly by man's inner constitution and nature, and only in a lesser degree by the shifting accidental scenery of this or that century. This deep question has not been satisfactorily treated in the present volume.

### The Teaching of Mathematics in Secondary Schools.

By Arthur Schultze. 367 pages. Price, \$1.25, net. The Macmillan Co., New York, Chicago.

In commanding this book to teachers of mathematics few words are necessary. The author goes into great detail regarding Geometry, much more so than his predecessors; so that those who already possess the hand-books of Smith and of Young may well add this book likewise to their libraries. Every page contains hints and helps tending to infuse life and vitality into the class.

### Practical English Composition.

By Carolyn M. Gerrish, Boston, Mass., and Margaret Cunningham, Boston, Mass. 428 pages. D. C. Heath & Co., Boston, Chicago.

By actual recent use in the classroom this book has been found to be excellent in every way. The students really develop originality in expression, and make progress. Every English teacher will find this a most stimulating and useful book, whether it is used as a text or not. The exercises above all merit the highest commendation.

### Plane Geometry.

By William Betz and Harrison E. Weber. 332 pages. Price, \$1. Ginn & Co., Boston, Chicago.

This is a textbook which claims to stand midway between both extremes. The old sequence of propositions has been altered somewhat here and there (for the better). Original work is more emphatic, and a number of applied problems inserted. On the whole the attitude is conservative. The exercises seem to be exceedingly well chosen, and we believe that teachers will find it worth while to examine this book most carefully. It is one of the Yale series, a companion volume to Hawkes, Touton & Lubly's algebra, and identical with it in size and appearance.

### Dickens' Christmas Carol.

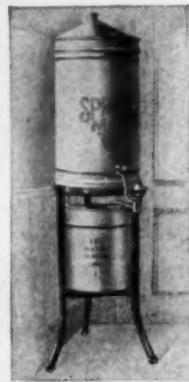
Edited by Katherine G. West. Cloth, 157 pages. Price, \$0.35. Rand McNally & Co., New York, Chicago.

The present text, with its lesson of kindness and good cheer, its quaint humor and its fine sentiment, is a valuable addition to the series of Canterbury Classics. The text was revised by the author in 1868 and is supplied with a modest amount of apparatus consisting of notes, a reading list, an introduction, a sympathetic biographical sketch, and suggestions to teachers. The music for the old carol "God rest you, merry gentlemen" is of special holiday value.

### Corrigenda.

The statement of cost of the Hermosa Beach school, printed upon page 21 of the October issue of the School Board Journal, fixed the cost of the building at .79 cents per cubic foot. It should have read .079 cents.

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### School District Government.

Tenure of office of clerk of city board of education, *Held* not terminated by the mere fact that membership of board became entirely changed.—State vs. Goodrich, Conn.

Where a member of a city board of education was selected clerk of such board by his own vote, which was necessary to give him a majority, there was no election.—State vs. Goodrich, Conn.

Where a city charter abolishing ward lines provides for the election of boards of education at large, and changes in the number of members of the board and their terms of office, the newly elected board succeeds to the rights and duties of the office, and the old members are no longer entitled to office.—Cotteral vs. Barker, Okla.

Notwithstanding the South Carolina constitution, (art. 2, § 2), declaring no person shall hold two offices of honor or profit at the same time, one appointed trustee of a school district is a *de facto* trustee, though at the time he holds another office, and continues to act as such.—Dove vs. Kirkland, S. C.

One appointed a trustee of a school district, though under the Civic Code of 1902, (§ 1210,) not qualified to act as such, because not a qualified elector of the district, is a *de facto* trustee.—Dove vs. Kirkland, S. C.

### School District Property.

Under the New Mexico Laws of 1897, (§ 1581,) requiring sealed proposals and letting of contracts for public school buildings to lowest responsible bidder, a reasonable public notice is necessary.—Mays vs. Bassett, N. Mex.

### Taxation.

There is no provision of the constitution of South Carolina requiring the making of a survey of a school district or the filing of a plat thereof, before the district can hold an election on the question of issuance of bonds.—Dove vs. Kirkland, S. C.

If surveying a school district and filing a plat thereof is, under the school laws of South Carolina (Acts 1907, p. 522) a condition precedent to holding an election for issuance of bonds, omission thereof, being a thing the legislature could have previously authorized, is cured by a legislative act (Acts 1912, p. 1062) validating the election.—Dove vs. Kirkland, S. C.

"County Officers," in the South Carolina statutes (Acts 1907, p. 523, § 4,) declaring it the duty of the county officers, charged with assessment and collection of taxes, to levy and collect from the property within a school district a sum to pay interest on bonds issued by the district, and to create a sinking fund to pay the bonds, has reference to those officers in the county who are authorized to levy and collect the taxes in such cases, and so does not contravene the constitution, (Art. 10, § 5,) if vesting in the board of trustees of the district the power to levy and collect such taxes.—Dove vs. Kirkland, S. C.

Under the Texas laws of 1905 (c. 124, § 165) a valuation by a county assessor, after withdrawal of a school district assessor regularly appointed, *Held* invalid where not made at the same valuation as that for county and state purposes.—Underwood vs. Children's Independent School District, Tex.

High school district *Held* not entitled to complain because a tax was levied by the high school board, instead of the regular district boards.—Spolansky vs. Minto, Ore.

### Teachers.

A teacher in a Baltimore city, removable only after charges preferred and trial had, may, by certiorari, inquire into the regularity and legality of the procedure of the board of school commissioners.—Riggs vs. Green, Md.

### School Lands and Funds.

The Arizona laws of 1909 (c. 67, § 1,) providing for the segregation of negro children from white children in the public schools, is constitutional.—Dameron vs. Bayless, Ariz.

Where negro pupils were segregated from whites under the provisions of the Arizona laws of 1909, (c. 67, § 1,) there can be no complaint that they are required to go a greater distance than similarly situated white children.—Dameron vs. Bayless, Ariz.

The fact that negro children segregated from white pupils under the provisions of the Arizona laws of 1909, are required to cross a railroad track, *Held* not to deprive them of equal facilities.—Dameron vs. Bayless, Ariz.

### School Districts.

A citizen and resident taxpayer of an alleged high school district has no such interest in the validity of the organization of the district as to authorize him to sue in the name of the state to test the validity of the district.—State vs. Ryan, Utah.

A school district is created by law and is an arm of the state, and the state alone may attack the validity of its organization.—State vs. Ryan, Utah.

A resident and taxpayer of an alleged high school district may under the Utah Comp. Laws of 1907, (§ 914 et seq.,) contest an election to determine the question of the organization of the district, but the remedy is not exclusive, but cumulative with the remedy by quo warranto.—State vs. Ryan, Utah.

Where part of a school district is annexed to another, unless provision is made by law as to the property and existing liabilities, the property within the detached territory belongs to the district to which it is attached; and each is liable for debts contracted before the change.—Consolidated School District No. 1, Alfalfa County vs. School District No. 24, Alfalfa County, Okla.

### SCHOOL LAW NOTES.

The Supreme court of Oklahoma has decided that a parochial school is a public school in contemplation of the statutes even though it is supported by private benevolence. The case in question arose in Oklahoma City, where the parochial school of St. Joseph's congregation asked that its pupils be given the privilege of buying tickets of the Oklahoma Railway Company at two and one-half cents each, in blocks of twenty, the same as the pupils of the public schools. The state corporation commission decided that the St. Joseph's school was entitled to the same privilege as the other schools and the Supreme court, upon appeal of the railway company, affirmed the decision.

A campaign has just been agreed upon by the legislative committee of the North Carolina Teachers' Assembly which will be carried to the state legislature during January. The program for the campaign was submitted at the recent teachers' assembly in Greensboro and includes a petition for a minimum school term of six months. It is proposed to secure a five-cent tax on the hundred dollar valuation, the six months' minimum being exclusive of the special tax levies by districts.

Another change which is proposed is that the

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county including the townships unite for the apportionment of school funds.

The committee endorsed the recommendation of the state child labor committee that the age limit for employment at night labor, in factories, be made sixteen years and prohibiting the employment of women at night and urging inspection laws for enforcing child labor laws.

Other changes are as follows: Uniform examination and certification of teachers by the state board of examiners, minimum professional and scholarship requirements for teachers and county superintendents after a reasonable future date; amendment of the compulsory school laws so as to more effectively enforce the laws and an active campaign for the spread of compulsory attendance into every part of the state; endorsement of the county farm life schools and agricultural and domestic science courses in rural high schools.

Assistant State Commissioner of Education Betts of New Jersey has decided that under the state "tenure of office" law a teacher cannot be dismissed or her salary withheld until charges have been preferred in writing and a hearing has been given her. The decision was made in answer to an appeal in the case of Miss Ella Conrow, against the board of education of Lambertville. The trustees claimed that her hearing was defective and failed to reappoint her this year. The decision makes it necessary for the trustees to reinstate her and to pay the salary for the full time.

Detroit, Mich.—Assistant Corporation Counsel Atkinson has rendered an opinion to Superintendent C. E. Chadsey that the school authorities can use their discretion in permitting children between fourteen and sixteen to work in factories after school hours and on Saturdays. The school board has the right to issue factory permits to these children provided they have maintained a satisfactory standard in school work. The question in the minds of the school authorities was whether they had a right to issue permits so that the children might work during hours that would not interfere with school sessions.

The state examiner of Indiana has notified the school authorities at Gary, Ind., that it is en-

tirely legal to conduct classes on Saturdays. The schools were in operation on Saturdays last year, but several of the citizens opposed the idea and declared it was illegal because the same system was not in use in other states. The decision has caused Superintendent W. A. Wirt to continue with his plans for the work and the schools will be open as formerly. Pupils in the schools under the system in use are able to take special work in any line in which they are specializing and others may take work in special subjects not offered in the regular classes. Regular work is given only in case of credits which must be made up.

Attorney-General A. R. Barnes of Utah, has recently rendered an opinion in which he says that a degree from the University of Utah tends to show that the graduate has the proper scholarship for a teaching position, but that the only legal certifying board is the state board of education.

The attorney-general further declares that graduation by the university does not entitle a student to a certificate and the board may, if it sees fit, examine the applicant as to his qualifications.

The ruling was made in answer to a request from the state board of education as to whether certificates permit graduates to teach in the public schools.

The legal right of school authorities to administer corporal punishment to refractory pupils has been upheld by the Supreme court of Ohio. The case in question occurred in Muskingum county, where a teacher had been arrested for cruelty in punishing a pupil. The lower court brought in a verdict of guilty but this decision was reversed in the common pleas court and the reversal was upheld by the Supreme court.

### Architects Not Contractors.

Architects cannot, under the California laws, be compelled to give bonds for the completion of school buildings within their estimates of cost, even though the contractors' bids exceed the estimates. An opinion to this effect was recently rendered by Attorney General Webb to State Superintendent Hyatt. The law according to the

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opinion, does not contemplate that architects shall be builders and they cannot be held responsible, by means of indemnity bonds, to construct a building that cannot be put up within their estimate of its probable cost.

### Mr. Eggleston Selected.

Joseph D. Eggleston, who has been superintendent of public instruction for Virginia since 1906, has been appointed specialist in rural education of the United States Bureau of Education. The position carries a salary of \$5,000 per year.

Mr. Eggleston is a native of Virginia and received his education in Hampden-Sidney College. He taught in the public schools of Virginia, Georgia and North Carolina from 1886 to 1889. From 1891 to 1900 he was superintendent of schools at Asheville, N. C., and from 1903 to 1905 county superintendent of Prince Edward County, Virginia. Mr. Eggleston has for many years taken a prominent part in promoting Southern education, and has written extensively on educational problems of the states where he has been active.

The school board of North Adams, Mass., has increased the salaries of teachers and assistants in elementary schools. Teachers in the first and second years of service will receive increases of \$20; those in the third and fourth years, \$22 and those in the fifth and sixth years, \$24; teachers in the seventh and eighth years will receive increases of \$26 and those in the ninth year \$28. Senior grammar grade teachers and those holding promotion class certificates will receive increases of \$30 per year.

Assistants in the first and second year of service will receive increases of \$6 per year; those in the third year, \$18 (at present there are no teachers in this class); assistants in the fourth year of service will receive increases of \$20.

Medical inspection in the schools of Richmond, Ind., has revealed a lack of knowledge of sanitation and hygiene on the part of pupils. The inspectors have begun the compilation of information on this subject to be placed in the hands of pupils and parents. It is planned to make the work a part of the recitations.

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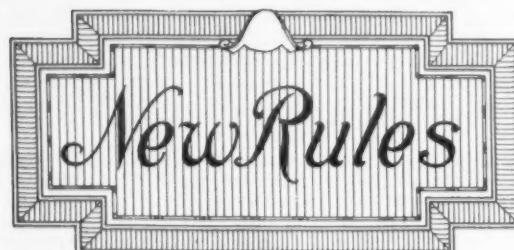
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**Suggestive Transportation Rules.**

It may be trite to say that every innovation in school work brings with it peculiar problems and difficulties which must be met by the administrative officers. The consolidation of rural schools has been no exception to this general truth and rural school boards have frequently puzzled over the formulation of policies and rules in carrying out the newer ideas.

Thus, the transportation of children to and from centralized schools has caused school-board legislation of the most ridiculous and complicated character. Most sets of rules have been either too loose to be effective or so rigid as to be impossible. The following regulations for pupils, prepared by the Nebraska Education Department, will be found suggestive for their simplicity, and adaptability to nearly all conditions:

1. All pupils shall be ready in the morning at the usual time for the hack to arrive at their respective home or at the place of meeting if hack does not pass their home. Drivers shall reach said homes and meeting places the same time each day and shall not be required to wait more than two minutes for pupils.

2. The first to enter the hack in the morning shall be seated in front and the others next, in the order in which they enter, and shall occupy the same places in the hack at night in order that there may be no confusion in entering and leaving the hack.

3. There shall be no profane or immoral language, quarreling or improper conduct in the hack.

4. Pupils shall not be saucy or disrespectful to the driver of the hack or those whom they may meet while riding in the hack.

5. The right of pupils to ride in the hacks is conditioned on their good behavior and the observance of the above rules and regulations, and the drivers of the hacks are authorized and empowered to enforce the same.

6. If any pupil persists in disobeying any of the above rules, the driver shall notify said pupil's parents or guardian of his or her conduct and the result of the same if continued, and if the same be not corrected at once the driver shall thereupon forbid such disobedient pupil the privilege of riding in the hack until such a time as the matter can be brought before the board of education.

7. A copy of these rules and regulations shall be posted in each hack and also in the several school buildings to which pupils are transported.

**Installation of Motion Picture Machines.**

New York school officials who desire to install moving picture machines in the schools must comply with the law in regard to the booths where the machines are located. The following regulations have been formulated by the city board of fire commissioners:

(1) The booth shall comply with Sections 210 and 211 of the Business Law, which specifies the height and area of booth, also sizes, area and the materials built of and their sizes.

(2) The janitor of such school or some other employe of the Board of Education, competent to transmit an alarm of fire in case of accident, must be present during the performance.

(3) Number of persons allowed in the auditorium shall not exceed the normal seating capacity of same, and no standees or other obstructions to aisles shall be permitted.

(4) All exits to be kept unlocked during the exhibition.

(5) Provide red lights over all exits.

(6) Provide a clear space of not less than four feet wide on all sides of the moving picture booth, to be railed or roped off, such rail or rope and its supports to be of such strength as to provide proper protection to the booth in case of panic.

(7) Provide one 3-gallon fire extinguisher and one pail of sand, to be placed outside the door of booth and within one foot thereof.

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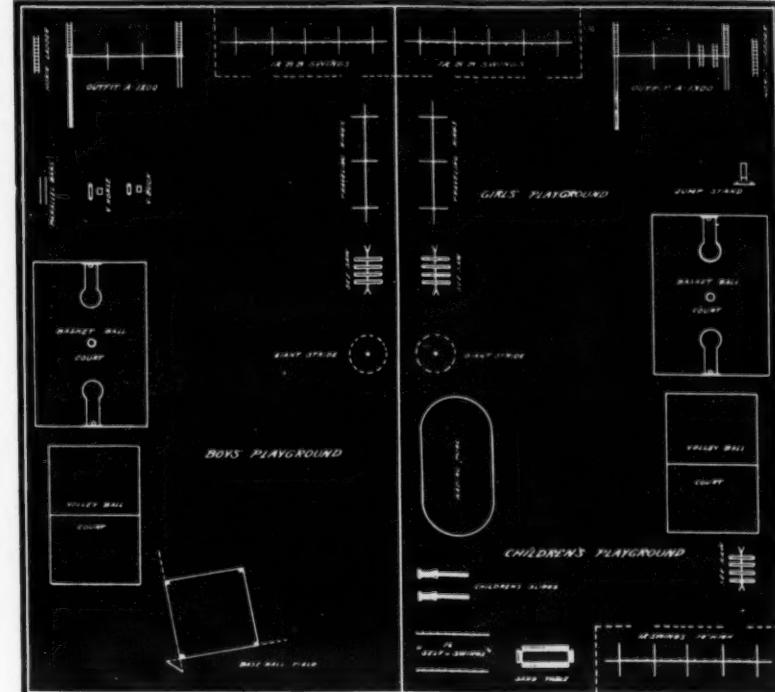
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The affairs will be limited to a certain hour and no dancing will be permitted.

The school board of Nashua, N. H., has passed a rule requiring all associations of pupils using the name of the high school to be under the control of the school authorities. The list of functions under school control is limited to two dances during the year by each of the three upper classes, one by the editorial staff of the school paper and one by the athletic association.

Bridgeport, Conn.—The school board has passed a rule that teachers who are absent for more than one week shall receive full pay for that time. One-half of the regular salary will be paid for one week's absence.

The school board of Bridgeport, Conn., at a recent meeting decided that teachers should resign in the early spring if they intend to be married. The adoption of the idea by the teachers would avoid turning classes over to substitutes at the more critical time in June.

Holyoke, Mass.—The school board has amended its rule allowing teachers two days for visiting outside schools. The new rules provide that these visiting days cannot be taken in September, October or June, nor on the date preceding or following a holiday. The results of the visits must be reported to the superintendent.

The recent drastic action of the board of education at Watertown, S. D., prohibiting pupils from having tobacco in their possession while on the school grounds has been but the beginning of a campaign. Parents have now become alarmed over the spread of the habit among young boys and have asked that the dealers who sell tobacco to minors be apprehended.

Bridgeport, Conn.—The school board has adopted a rule which makes it necessary for the superintendent to submit a report in April on the vacancies to occur in the following year.

Wheeling, W. Va.—All amusements which are considered a drawback to good school work have been abolished and only class meetings and gatherings will be allowed in the future. It was contended that the dances and societies take up the greater part of the students' time and divert their attention from the school.

The sophomore class has been permitted to organize, as many of the students taking the two-year commercial course are completing their last year. Announcement must be given of all parties to be held and they will take place in the gynasium under the direction of the faculty.

heads, that they must be told everything?

Did you ever know a lady, tell the most ignorant hired girl, that she must clean the stove, wash the dishes, put salt in the soup, skin the potatoes; or a coachman, that he must feed, water, and clean the horses under his care, and lock the stable before they are stolen?

It seems to be everybody's business to tell the janitor what to do. Why not look at the matter thoroughly and try and make things convenient? When the teachers and visitors remain in the rooms until 4:30 or 5 o'clock, it's dark and a man must have eyes like an owl to do work by gas light, especially when the legs of the desks and seats are so close together, that it is difficult to get a broom in and out without touching the dirt and dust. How can he dust and clean, as he knows he should, when all kinds of articles are left on the desks, as pins, pens, pencils, paper, books, protruding ink bottles, and corks flying out if touched, with the wainscoting and every other available space, stuck with all sorts of work, so-called manual arts, weeds, flowers, cattails, drawings, stuck with pins in such a careless manner that a puff of wind from an open window will blow them all over the floor?

It is all very well for Mr. Dushane to say what janitors ought to do, but let him go further and say how it is going to be done satisfactorily under above conditions. Let him look the matter up in all its phases and try and improve the opportunities to clean, and encourage cleanliness and cooperation among the pupils and teachers, and give janitors a fair show.

Again, how often do we have to clean the building, without anything to do it with, as soap, lye, etc.? Many School Boards are indifferent to supply small things that are absolutely necessary and raise the devil when they see a little dust or dirt. A man has to beg for the ordinary supplies to do the work, while the Board does not hesitate to spend large sums for some theoretical and scientific schemes. And these are facts, stubborn facts.

Your truly,  
Public School Janitor.  
Philadelphia, Pa., Dec. 2, 1912.

## The Editor's Mail

### THE JANITOR SPEAKS HIS MIND.

Editor School Board Journal:

I am a School Janitor. Casually glancing through the October Number of this Journal, I am surprised to see published therein, a lot of rules and regulations, with a list of all the ordinary jobs janitors should do. Why don't all those smart people who observe so much, investigate so much, study so much, and give so much advice, show some judgment and common sense? It seems absurd to me that janitors must be told to clean buildings, dust the desks, clean the furnace, do the heating, carry out the ashes, etc. Are they all lazy or block-

## Have you this Fountain in your School?

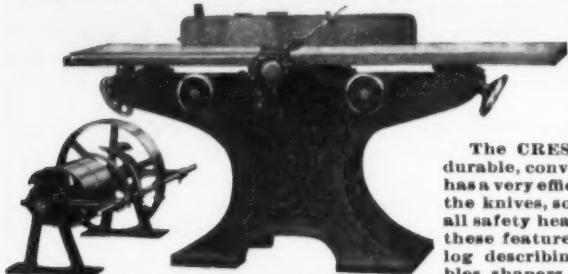


Every sink should be fitted with our No. 3 Closes Automatically Absolutely Sanitary Simple to Install

Write today for Catalog

**HAMRICK-TOBEY CO., Wausau, Wis.**

In selecting wood working equipment for your school get the best. Each CRESCENT jointer has safety guard. You can have the machine equipped with the CRESCENT Safety head at a slight additional cost. The safety head eliminates the possibility of serious accident to the operator of a jointer.



The CRESCENT safety head is durable, convenient to operate, and has a very efficient method of setting the knives, something not found on all safety heads. Find out all about these features. Ask for our catalog describing band saws, saw tables, shapers, jointers, variety wood workers, planers, swing saws, disk grinders, borers and Universal wood workers

**The Crescent Machine Co.,**  
No. 6 Columbia Street, LEETONIA, OHIO, U. S. A.

## OUT OF THE DAY'S WORK

November first was observed as Patron's Day throughout the State of Virginia. The day is not a legal holiday, but has been arranged to give the people an opportunity to see how the schools are conducted and to judge themselves the results that are being attained. In small towns and villages the exercises were held in the evening, but in the larger schools they were generally celebrated in the afternoon.

The principals of the schools were expected to secure one or more speakers to address the guests of the day. The speakers were usually townspeople.

To impress upon the pupils of the public schools in New Orleans how much better off they are in attending school than if compelled to work in a factory, charts have been placed in all the schools. These charts were prepared by Mrs. Martha D. Gould, factories inspector, and show that the average time of the pupil in school is five hours per day for nine months of the year while that of the child in a factory is ten hours per day for twelve months of the year. The charts bear the dial of a clock without hands. One dial shows the time in school shaded on the dial while the time out of school, including the lunch time is shown in white. The other dial shows a similar comparison for the child in the factory. The chart bears a headline "Do the hours you spend at school seem long to you?" And below: "See how much longer they are for the many children who work in the factories."

The supervisor of penmanship in the schools of Houghton, Mich., maintains a list of pupils who do the best work. The list is styled an

LAST	FIRST	NAME			
DATE OF BIRTH, DAY	MONTH	YEAR			
GRADUATE: HIGH SCHOOL	SCHOOL	YEAR			
GRADUATE: NORMAL SCHOOL	SCHOOL	YEAR			
GRADUATE: COLLEGE	DEGREE	COLLEGE	YEAR		
OTHER SCHOOL PREPARATION					
EXPERIENCE OUTSIDE OF CLEVELAND					
YEAR	YEAR	PLACE	GRADE OF SCHOOL	PRIVATE OR PUBLIC	TOTAL YEARS
FROM	TO				
FROM	TO				
FROM	TO				
TO ACCOMPANY NOTICE OF APPOINTMENT AND TO BE FILLED OUT AND RETURNED WITH ACCEPTANCE OF APPOINTMENT, TO SUPERINTENDENT OF SCHOOLS.					

Fig. 1.

## NATIONAL DUSTLESS CRAYONS

*The Crayon that gives the best results on all classes of Blackboards.*



May we ship through your dealer a sample case of 25 gross, freight prepaid, for 30 days' trial, to prove their superior merits.

**National Crayon Co.**  
West Chester, Pa.

## The P. & L. Line of Drawing Papers

are known as the best for all kinds of School work.

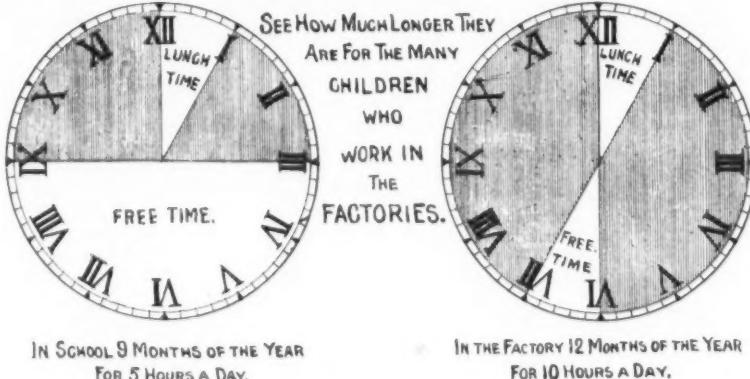
White, Cream, Manila, Gray.

Primary Drawing or Cartridge Papers made in five colors **WHITE WOVE, WHITE, MANILA, and GRAY DRAWING** furnished in Quadrille Rulings.

WRITE FOR SAMPLES AND PRICES

**PECKHAM, LITTLE & CO., School Supplies**  
57 and 59 East 11th Street, NEW YORK CITY

## DO THE HOURS YOU SPEND AT SCHOOL SEEM LONG TO YOU?



"honor list" and is made up of pupils from all the schools. Those who do good work, but are not eligible for the honor list, are given special mention for excellence.

### Service Record.

The Cleveland school department has for several years used with success a "Service Record Card" for keeping accurate, continuous

SERVICE RECORD CARD					
NAME					
Date of Birth: Day	Month	Year	Appointed Substitute Teacher: Month	Year	To Yrs. Served
Appointed Regular Teacher, G. S.: Month	Year	Appointed Regular Teacher, H. S.: Month	Year	Appointed Regular Teacher, H. S.: Month	To Yrs. Served
Appointed Second Class: Month	Year	Appointed Second Class: Month	Year	Appointed Second Class: Month	To Yrs. Served
Appointed Third Class: Month	Year	Appointed Third Class: Month	Year	Appointed Third Class: Month	To Yrs. Served
Appointed Fourth Class: Month	Year	Appointed Assistant Principal H. S.: Month	Year	Appointed Assistant Principal H. S.: Month	To Yrs. Served
Appointed Principal H. S.: Month	Year	Appointed Principal H. S.: Month	Year	Appointed Principal H. S.: Month	To Yrs. Served
Appointed	Month	Appointed	Month	Appointed	To Yrs. Served
Appointed	Month	Appointed	Month	Appointed	To Yrs. Served

Fig. 2.

and complete data about every teacher and principal employed by the board of education. All records are but a means to an end and in the Cleveland "service card" the purpose has been the administration of a merit system of appointing and promoting teachers and of pensioning such as have completed thirty years of service.

The first card (fig. 1) is sent to every new

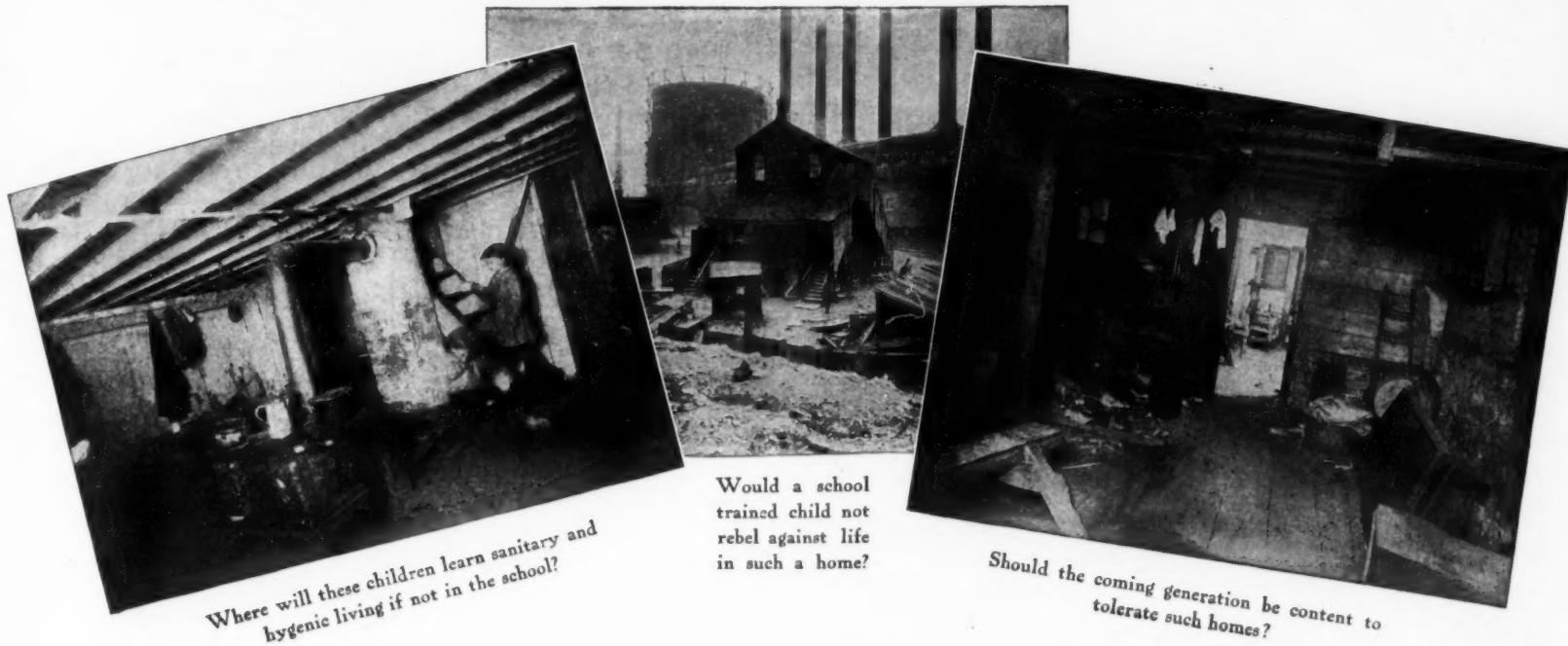
teacher who is employed and contains blank spaces for the name and age of the appointee, academic and professional preparation and experience outside the Cleveland district.

The second card (figs. 2 and 3) is the permanent "service record" which is retained in the office of the superintendent. The information furnished by appointees is carefully transcribed when received and every change in the character of the work of the teacher is noted. The superintendent has in these cards, at a glance, the entire history of every professional employee of the schools. He is enabled to decide promptly and correctly whether or not teachers have the necessary preparation and experience required under the rules for promotion, or whether they are entitled to retirement.

Graduate High School	School	Year	
Graduate Normal School	School	Year	
Graduate College	Degree	College	Year
Other School Preparation			
Experience Outside of Cleveland			
From	To	Place	Total Years
From	To		
From	To		
From	To		
Leave of Absence			
From	To		Total Years
From	To		
From	To		
From	To		
Date of Leaving Cleveland Schools: Month			
Cause of Leaving Cleveland Schools:			
Re-appointed Substitute, Month Year			

Fig. 3.

# “We live to learn—let’s learn to live.”



Ignorance and low standards of living go hand in hand. Education is the means by which low standards of living must be raised. It is difficult to transform the adult of fixed habits, but how about the children?

**I**N January, the month for making good resolutions effective, consider for a moment the wonderful good which would result if every School Board were to adopt and put into practice the slogan “We live to learn—let’s learn to live.”

Its adoption would mean that at the same time that your pupils were being trained in mind and hand, they would be trained to hygienic, sanitary living. They would be taught that a mind housed in a clean, healthy body is infinitely better suited to education than one in a body that knows not cleanliness.

They would be taught that upon personal cleanliness good health depended and they would carry that teaching into the home and its influence would be felt by other members of the family, who may not have been so fortunate as to have received such an education.

Indelible and life-lasting impressions are formed in childhood, in the period when the pupils are under your jurisdiction. Ponder, therefore, for a moment over your opportunity for accomplishing good!

If you do not grasp it, what are the reasons for not doing so? Custom and possibly your belief that there is no occasion for such teaching.

If you believe that in your school there is not the occasion for such teaching, are you absolutely certain of your grounds? It would not take you long to determine the real facts in the case by following this suggestion.

Get to the base of this subject and ascertain how many of your pupils know the value of the bath? How many know how and when to bathe? How many know the results of failing to bathe regularly? How many know the function of the skin and its tribute to health? There are so many facts regarding the bath of which the majority of children and even men and women are ignorant that we cannot help but believe that an important part of a child’s education is being neglected if they are not “taught to live” from a sanitary and hygienic standpoint.

Saturday as the national bathing day is passing with those who know. Because the parents were neglected, don’t neglect the children. Instruct them in the creed of the bath.

Nothing contributes more to the growth, vigor and firmness of youth than frequent bathing under proper conditions. The tonic powers of the bath are peculiarly proper for the lax fibres of young people and greatly increase their efficiency and vitality. It hardens the frame against changes of weather, and against the impressions of cold and moisture and is a preventative of those diseases which arise from obstructive or profuse perspiration and nervous weakness.

The desire for cleanliness should be developed in children by making cleanliness a pleasure rather than a duty. Their environment should be such that cleanliness will appeal to their minds through attractiveness.

We have useful literature which we believe will help the cause. Our “History of Sanitation” traces the use of water from the time of Abraham down to the present day. It is not an advertisement, but one of the most authentic histories on this subject. You cannot read it without attaining a greater respect for water and bathing. While it is published to be sold, we will gladly send a copy to any school official without a bill or any other obligation whatever, to be returned within thirty (30) days.

#### A Magazine, “Modern Sanitation.”

We publish a monthly magazine on sanitation, entitled “Modern Sanitation.” It is a real magazine, the only one of its kind in the world. In it sanitation becomes not only healthful but fascinating. If you are open to conviction on this question, let us send you copies of “Modern Sanitation”, also without charge or obligation. If interested in literature on sanitary bathing apparatus, please so state and it will be forwarded. We believe that the benefits obtained from reading the above named publications will extend far beyond yourself.

The “Standard” Catalogue “P” which is in the hands of Plumbing Supply Dealers, Architects, Plumbers, Sanitary Engineers and all “Standard” Showrooms and Offices, illustrates a complete line of sanitary equipment for every use. A half hour’s study of it will in itself constitute an education in sanitation.

**Standard Sanitary Mfg. Co.**

School Sanitation Dept. Pittsburgh, U. S. A.

## Fireproof Schools

of

### REINFORCED CONCRETE

Highest Type of Sanitary School Construction. Costs less than brick and wood

**John T. Simpson**  
Consulting Engineer

Essex Building  
Newark, N. J.



## SPRINGFIELD SANITARY DRINKING FOUNTAINS

30 CHURCH ST. NEW YORK

FORMERLY AT CHICOOPEE, MASS.

### SELF-CLOSING BUBBLING FOUNTAINS

(Covered by U. S. and Foreign Patents)

Can Be Attached Over Any Sink or Basin

Recognized by the XV International Congress on Hygiene and Demography, Held at Washington, D. C., Sept. 23-28, 1912

A Postal Card to Us Will Bring You Our Catalog and ENDORSEMENTS FROM YOUR OWN STATE

## ROWLES' BORATED CHALK CRAYONS

Hygienic and dustless qualities make it most sanitary chalk on the market.



**E. W. A. ROWLES**  
A 327-331 So. Market St. CHICAGO, ILL.

"Chalk Talk" tells you all about ROWLES' CRAYONS. Write for a copy and also for free samples of the crayons.

against the disease is the open-air school which is already predicted as a future substitute for the old closed classroom.

The state board of health of Indiana has introduced a new rule regarding quarantine for contagious diseases. The rule provides that whenever there is an outbreak of diphtheria in any school, the throat and nose of every pupil, teacher and other persons about the school building shall be inspected and material taken for a bacteriological examination. Children found with sore throats shall be sent home immediately and shall not be allowed to return until it has been conclusively shown that they have no germs of the disease in their throats.

The board urges that the schools be kept open during epidemics as it is easier to detect mild cases in the schoolrooms than when children are permitted to roam the streets and public places at will.

Bellefontaine, O.—The city board of health has prohibited the interchange of pencils in the schools. The order followed the discovery that pencils were gathered by the teachers each day and redistributed indiscriminately the following day.

Prof. M. V. O'Shea and Prof. W. D. Frost, of the University of Wisconsin, have commenced a campaign against tuberculosis among school children in the Badger state. A fifty-page bulletin has been prepared for distribution among the schools. The book comprises a series of eleven lessons which deal with the subject of microbes, minute forms of animal life, the part microbes have in the production and spread of diseases, the special germ of tuberculosis, means of prevention and cure. The bulletin is fully illustrated with photographs and diagrams.

The school board of Joplin, Mo., has adopted the following regulation governing the return of pupils who have been afflicted with a contagious disease:

Any pupil in our public schools, having been afflicted with any contagious disease, shall remain out of school after the quarantine is lifted for different diseases as follows: Diphtheria, seven days; measles, seven days; chicken-pox, seven days; scarlet fever, fourteen days; small pox, fourteen days; spinal meningitis, thirty days.

Springfield, Mass.—School authorities, parents and teachers of the city have joined in a campaign for cooler classrooms in school buildings. The agitation was begun following the observations that have been made in various cities throughout the country confirming the theory that the schoolrooms have been generally kept too warm for good work or sound health. It is held that children become weakened in health and are more susceptible to various ailments. It is suggested that the rooms hereafter be kept at about 66 to 68 degrees. It was found that the limit formerly placed at 68 to 70 degrees frequently rose higher than this point and the children became less active because of the added heat.

## School Room Hygiene

### DENTAL HYGIENE.

Atlanta, Ga.—A report of the dental inspectors on the condition of children's teeth shows a need for a board of dental examiners and a special department for conducting this work. Superintendent W. M. Slaton is in favor of an appropriation for this work as an addition to the medical department.

Shreveport, La.—Two dentists have been assigned to examine the teeth of school children. The work will be done one room at a time and reports will be made as the work is finished. The examinations are preceded by lectures on the care of the teeth to which the pupils, teachers and parents are invited.

Louisville, Ky.—A dental clinic for school children was opened in the open-air school in December. A donation of \$1,000 was made for equipment.

Huntington, Ind.—Agitation has been begun by local dentists for the establishment of a dental clinic for school children. Children of parents who have sufficient means are to pay for the services rendered but those who belong to the indigent class will receive treatment free. It is proposed to have an organized department in the schools for the proper classification of these cases.

Lansing, Mich.—Secretary Robert Dixon, of the state board of health, is investigating the subject of dental inspection for school children. Dr. Dixon urges a dentist for each school as well as a physician.

Milwaukee, Wis.—The director of the school dental clinic has submitted figures showing that 300 emergency treatments were made and 700 prophylactic (cleaning) treatments during the period covering sixty-one weeks. One hundred dentists devote half-days to the treatment of poor children.

Malden, Mass.—Several of the dentists who recently identified themselves with the school clinic have lost interest in the work and have complained that child patients who formerly came to their private offices for treatment now patronize the school clinic. Superintendent Dempsey has asked for an investigation of the work as it has been conducted and it is expected that the outcome will mean the adoption of a system whereby one of the dentists will be placed in charge and each of the others will devote a part of his time to the clinic. Failure to make an arrangement may necessitate the abolishment of the department.

### MEDICAL INSPECTION.

The medical inspector for the schools of Youngstown, O., reports that out of 11,887 pupils examined, 5,858 were found physically defective and 6,029 were normal. A resolution was pre-

### SCHOOLROOM HYGIENE.

The school board of Reading, Pa., has ordered individual drinking cups to be used in all the schools. Children whose parents can not provide them with cups will be taken care of by the board.

Dr. John B. Hawes, who is connected with the Massachusetts hospitals for consumptives, declares that forty to sixty per cent of the school children in Boston have the germ of tuberculosis in their systems which will gain a foothold unless the schools and homes provide the means for making strong bodies and warding off the disease. One of the agents in the fight

## Sanitary Drinking Fountains THE BUBBLING KIND



### Pedestal Fountains

and every variety of Bubbling Heads, Bowls, Brackets

Approved under the latest Laws.

Write for Price and Illustrated Catalog.

## Rundle-Spence Mfg. Co.

63-67 Second St., Milwaukee, Wis.

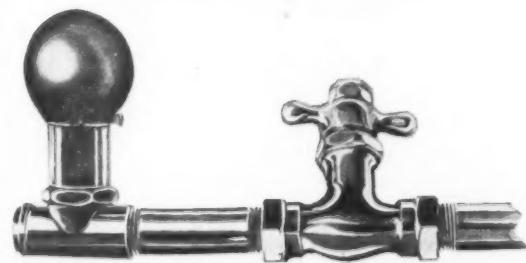
### Mahoney Sanitary Drinking Fountains are the Best by Test

TRY ONE AT OUR EXPENSE



No. 1 for Wash Bowl.

The Mahoney has more special features than any make now on the market.



No. 2 for Sinks.

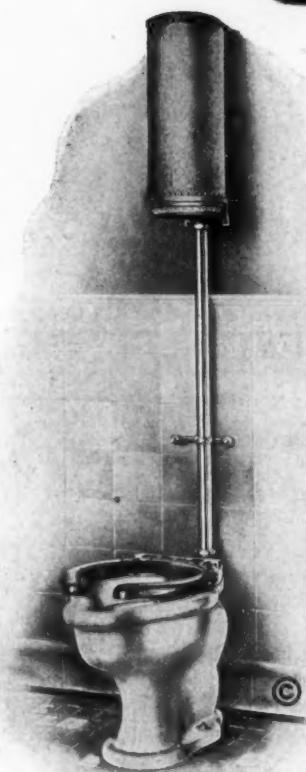
The Mahoney is made in five styles and to fit any service.

**Mahoney Fountain Co.**  
Portland, Maine

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Sanitary,  
Economical,  
Non-Squirting,  
Self  
Regulating,  
Filtered,  
Steady,  
Slant  
Stream  
Fountain,  
with a  
Pedal,  
Hand  
or  
Continuous  
Flow  
Attachment  
for use  
where two  
or more  
persons  
now use the  
same  
drinking cup

## CLLOW AUTOMATIC CLOSETS ~



### A Chain is a Plaything

A chain on a school closet is always an invitation to mischief. A school boy is most interested in pulling it when he can pull it off, or swing it out of reach.

Careless and mischievous children cannot make trouble with Cllow Automatic closets. They are boy proof.

And they do not depend for their operation upon the well meaning but careless child. They do his thinking for him—they flush automatically, and always economically.

They are thrifty about the use of water—admitting just enough to flush the bowl and no more.

### Save Money as Well as Trouble

The importance of this economy in the use of water is demonstrated by the fact that actual test shows a saving of 50% in water taxes over the ordinary type of closet.

### AND HOW THEY LAST?

Cllow closets are made of Adamantose ware. This means that they are strong as iron, cannot craze, and are non-absorbent and stainable.

Equal care is devoted to the material and construction of the seats. They neither warp, crack nor split.

For schools, office buildings, and public institutions—for every building in which automatic closets are desirable—"The Cllow Automatic" is the only closet that will give entire satisfaction. Whether your equipment is large or small, you cannot afford to be without Cllow automatic closets—the only closets that are automatic—the closets that save you water taxes—that do not get out of order.



HORACE MANN SCHOOL, ST. LOUIS, MO.

Architect: Wm. B. Ittner.

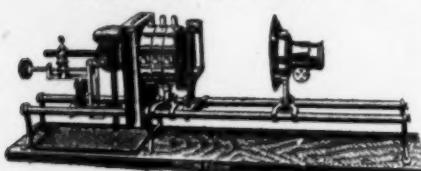
Plumbers: Edward C. Reisel Plumbing Co.

Equipped throughout with Cllow Automatic Closets and  
Bubbling Cup Drinking Fountains

Send for Catalog 38

**James B. Cllow & Sons**  
Sanitary School Fixtures our Specialty  
CHICAGO

"McIntosh Lanterns are Honest Lanterns"



### THE COLLEGE BENCH LANTERN

has been designed and built to meet the demand for a high grade school lantern which is interchangeable for lantern slide, microscope, vertical, and opaque projection.

It is backed by a McIntosh guarantee, and 36 years' experience (we build nothing but lanterns).

We have a fine line of educational slides for sale and rent.

We have a little booklet "Projection Pointers" which is sent on request. Our catalog is free—write for it.

**McIntosh Stereopticon Company**  
427 Atlas Block CHICAGO



### 20th Century HIGH GRADE Adjustable Drawing Tables

*Circulars showing the different styles,  
also discounts upon request*

**The Hetterschied Mfg. Works**  
Original and Sole Manufacturers  
Grand Rapids, Mich., U. S. A.

### THE PERFECT SCHOOL PENCIL

No. 365  
Drawing



The LEAD IS GRITLESS; DURABLE; UNIFORM. Made in 4 Grades: B., H. B., H., H. H.  
EBERHARD FABER NEW YORK



### The Peabody School Furniture Co.,

NORTH MANCHESTER, IND.

For prompt service  
and satisfaction, we so-  
licit your inquiries on

School Desks,  
Opera and  
Folding Chairs



### SCHOOL FURNITURE

We call the attention of purchasers of School Fur-  
niture to the illustration of our Stand-  
ard Adjustable desk.

We do not make monstrosities and call  
them School Desks. We have several new  
designs in adjustable desks that we will be  
pleased to show. We have the Best San-  
itary school desks made. Write for prices  
and samples.

Still making the Faultless and Standard school  
desks. Manufacturers of silica blackboards. Goods  
guaranteed forever. Send in your orders and get  
good goods and honest treatment.

**Haney School Furniture Company**  
GRAND RAPIDS, MICH.

### AMONG BOOKMEN

#### Mr. Scott Dead.

Mr. Frank Hall Scott, president of the Century Company and a leading figure in American publishing circles, died November 25th following a brief illness.

Mr. Scott entered the offices of the Century Company at its organization and was intimately connected with the management of its magazines from the first issue of the "Century" then styled "Scribner's Monthly". As the firm grew and added books to its two periodicals, Mr. Scott's responsibility grew and he rose steadily. In 1893, he was made president of the house and until the day of his death, directed all its enterprises with success.

The Century in its current issue, pays Mr. Scott this tribute:

"He had rare and admirable traits. He was a serious, forceful urbane, cultivated gentleman, wise in counsel, with a well-poised and cheerful philosophy which did not yield to the weight of business cares. He had a noteworthy dignity of bearing, but even late in life this retained a youthful and buoyant spirit. Intimate friends who knew the fertility of his fancy, held, from some early stories that he wrote, that he would have succeeded as a writer of fiction. But all who came in contact with him were impressed, chiefly with the judicial character of his mind, in which regard especially he stood high in the estimate of the publishing fraternity. His main purpose was to be just to all. He had hospitality toward various points of view, power of accurate perception and exact weighing of facts—clear intellectual processes which inspired confidence in his judgments and would have made him an ideal judge on the bench. He was, moreover, a man of active kindness—a stanch and responsive friend, and faultless in all the relations of life. Inadequate as is this record, his associates take pride in paying this tribute to a man who inspired their deep affection, and the respect and regard of all who knew him."

#### MR. TAPLEY DEAD.

Mr. George W. Tapley, president of the Milton Bradley Company for many years, a leading manufacturer of kindergarten materials and educational games, died at Springfield, Mass., December 27th. Mr. Tapley was 77 years of age and death came as a result of a complication of diseases.

Mr. Tapley was a native of Lowell, Mass., and was educated in the public schools of his birthplace. At the age of eighteen he came to Springfield to learn the bookbinding trade in the establishment of an older brother. After completing his apprenticeship, he worked as a journeyman in Ohio, Wisconsin, Illinois and Rhode Island. In 1861 he returned to Springfield as foreman of the bindery of Samuel Bowles & Company. He remained in this position until 1866, when he formed a partnership with Charles A. Brigham to engage in the manufacture of cardboard and linen-covered paper for collars. In 1878, he bought the kindergarten supply and lithographing business of Milton Bradley. After that, his business interests grew immensely until today they form an important part of the industrial establishments of Springfield.

In 1872, Mr. Tapley married Miss Hannah Sheffield of Pawtucket, R. T. He was a Republican in public affairs and served at various times as city councilman and member of the Massachusetts state legislature. He was a member of the Baptist church and took an active interest, until his death, in Sunday-school work. He is survived by his wife and a son, W. W. Tapley, vice-president of the Milton Bradley Company.

Mr. E. S. Wilkinson, who has represented Scott-Foresman and who is one of the ablest bookmen in the West, has recently joined the agency force of Silver, Burdett & Company. Mr. Wilkinson was the South-western agent of Scott-Foresman for six years and made his headquarters in Kansas City. He will be a general representative for the Silvers and will travel out of New York City.

Mr. Franklin S. Hoyt, who has been connected with Houghton Mifflin Company as editorial advisor to the School Department, has been elected a director of the corporation. Mr. Hoyt is a

school man of wide experience and has been able during the five years of his connection with Houghton Mifflin Company to apply his knowledge of educational conditions to splendid advantage. As a director, he will have an opportunity of assisting to shape the policy, not only of the School Department, but also of the general publishing business.

#### COMING CONVENTIONS.

Jan. 1-5. Idaho State Teachers' Association at Boise.

Jan. 2-4. Wyoming Teachers' Association at Sheridan. Grace R. Hebard, Laramie.

Jan. 11. New England Association of Penmanship Supervisors at Boston. A. R. Merrill, Saco, Me., secy.

Jan. 13-14. Louisiana Parish Superintendents and School Board Association at Baton Rouge. C. F. Trudeau, Pointe Coupee, Sec'y.

Jan. 13-15. Tennessee Public School Officers' Association at Nashville. P. L. Harned, Clarksville, secy.

Feb. 6-7. Pennsylvania State Teachers' Association (School Directors' Section) at Harrisburg. Wm. M. Bowen, Chester, secy.

Feb. 6-8. Northwest Central Minnesota Educational Association at Detroit. F. M. Sherarts, Detroit, Sec'y.

Feb. 7-8. Northeast Wisconsin Teachers' Association at Green Bay. Lydia A. Hollmann, Green Bay, secy.

Feb. 14-15. Southern Wisconsin Teachers' Association at Madison. Helen Martin, Elkhorn.

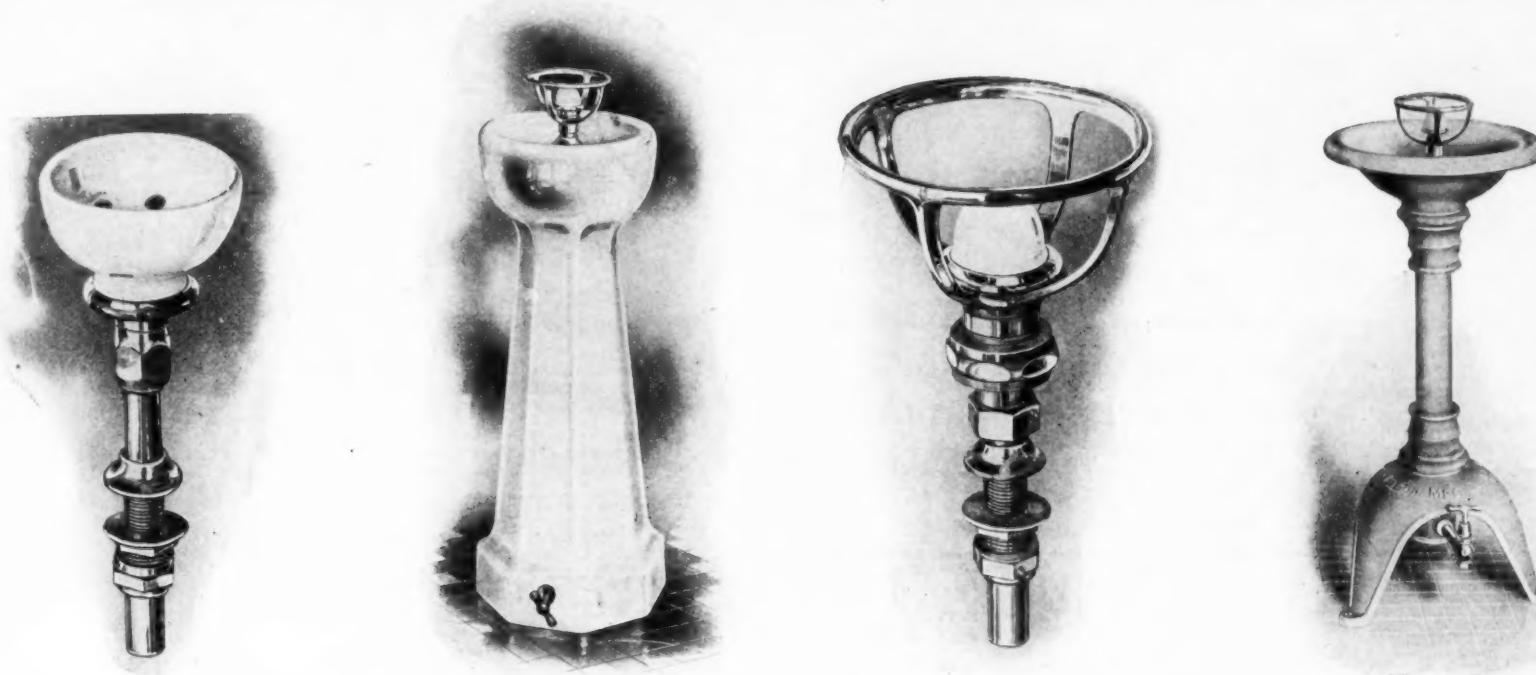
Feb. 15. Connecticut Association of Classical and High School Teachers at New Haven.

Feb. 20-21. Central Kansas Teachers' Association at Hutchinson. Sophie L. Adams, Hutchinson, secy.

Feb. 20-22. Northcentral Kansas Teachers' Association at Junction City. Hannah Wetzig, Manhattan, secy.

Feb. 20-22. Northeastern Oklahoma Teachers' Association at Nowata. E. A. Macmillan, Claremore, secy.

Feb. 25-28. Department of School Superintendence, National Education Association, at Philadelphia.



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**TEACHERS AND SCHOOL ADMINISTRATION.**

East St. Louis, Ill.—The local teachers and principals recently requested that the monthly pay-day be changed from the eighth of the month to the first.

Superintendent S. L. Heeter, of Pittsburgh, is considering the abolition of the four days' institutes which have been regularly held for many years. It has been the custom for the school authorities to pay the teachers \$3 a day for attendance at these institutes and to withhold payment for absence from the meetings. The institutes were held five times a year at a cost of \$6,000 for salaries, each time.

An inquiry begun by Mr. Heeter showed that most teachers preferred to lose the extra pay and have the four days for rest. In years past the institutes served a purpose because they represented the only means of gathering the teachers together on common questions. At the present time, with the regular grade meetings of teachers and principals, the reading circles, the summer schools and lectures it is believed the institutes have outlived their usefulness and can be eliminated without serious consequences.

Long Beach, Cal.—The school board has adopted a rule that teachers who are absent because of illness shall receive full pay for not more than five days and half pay only for fifteen days additional.

Omaha, Neb.—The school board has recently passed a resolution to the effect that teachers who are absent because of illness, or illness or death in the immediate family, shall forfeit the pay for the time lost and the same to be deducted at the time the monthly payment is made. In case the teacher is still an employee at the end of the school year, the deductions shall be refunded in an amount not to exceed five days. The board is to have the privilege of demanding a physician's certificate or any other reasonable means of investigation to satisfy itself of the legality of the claim.

Junction City, Kans.—Teachers in the local schools are given two days for visiting schools, besides extra time for observing the work of teachers in the Junction City schools. Teachers are also allowed two days each month for sickness and the superintendent is required to re-

port the same to the board of education so that this privilege may not be abused.

Jackson, Tenn.—The school board adopted a recommendation that an amount equal to the substitute's pay shall be deducted from the salary of teachers who are absent because of illness.

Cincinnati teachers who have been placed on the pension roll by the board of education, cannot be deprived of their income from this fund, if they subsequently are married or engage in teaching in some other city. An opinion to this effect was rendered last month by City Solicitor Bettman to the board of education.

The matter has been in dispute for some time and it was held at first that if the disability causing retirement of the teacher had been removed, the pension would cease.

**Rating Teachers.**

The board of education of Springfield, Ill., has adopted an efficiency plan for the rating of teachers. The plan calls for a monthly report by the principal upon the good qualities and the faults of the teachers under their charge.

The list of qualities upon which teachers will be graded include three different departments, teaching ability, professional attitude and personality. Under these three heads are listed thirty phases of character and training which cover thoroughly every possible question which may arise.

**I.—Teaching Ability.**

1. Scholarship. 2. Government. 3. Skill in conducting recitations. 4. Holding attention of pupils in class and power to keep them interested in the subjects taught. 5. Skill in leading pupils to draw correct conclusions and to state them well. 6. Assignment of work for pupils, and ability to train them how to study. 8. Economizing time. 9. Promptness and accuracy. 10. Resourcefulness and definiteness of aim.

**II.—Professional Attitude.**

1. Devotion to school duties. 2. Interest in the welfare of pupils. 3. Appreciation of scholarship as shown in teaching and in the desire and effort for self-improvement. 4. Co-operation and loyalty. 5. Willingness to receive suggestions for improvement. 6. Attendance at teachers' meetings. 7. High ideals with respect to morals and ethics. 8. Care of school proper-

ty. 9. Part taken in community interests outside of school. 10. Discretion in discussing school matters.

**III.—Personality.**

1. Appearance, including neatness and attire. 2. Health. 3. Voice. 4. Adaptability. 5. Self-control. 6. Enthusiasm. 7. Patience and sympathy. 8. Fairness and sincerity. 9. Ability to meet people and to be polite and courteous at all times. 10. Personal habits and moral worth.

**TEACHERS' SALARIES.**

Dr. Nathan C. Schaeffer, state superintendent of schools of the state of Pennsylvania, has rendered a statistical report showing a gradual increase in the salaries paid to teachers.

The average salary paid men teachers increased 80 cents a month over the previous year, making the average salary \$65 per month. The average salary of women teachers was \$48.41 per month, an increase of forty-three cents a month.

The number of male teachers employed is 8,154, an increased expenditure of \$110; the number of women teachers is 28,791, an increased expenditure of \$655. The total amount involved in teachers' salaries was \$21,137,685.37 and the total expenditure for the schools was \$42,557,986.06.

Holyoke, Mass.—A new schedule of salaries for high school teachers has been adopted. The schedule provides a minimum wage of \$800 for men teachers with increases of \$50 per year until a maximum of \$1,500 has been reached. For the women, the minimum salary is fixed at \$700 and is increased at the rate of \$50 per year until a maximum of \$1,000 is reached.

St. Paul, Minn.—The school board has refused to pay substitute teachers for the time spent at the recent state teachers' convention. The board decided that they were entitled to pay only for the work of substituting in place of regular teachers.

Chicago, Ill.—The school board has collected enough back rents on school fund property to provide for salary increases for the next four years. A statement has been compiled showing the amount of rent due, the interest, costs and totals with the date of payment. The total amount collected was \$1,110,868.54.



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#### EVENING SCHOOLS.

Boston, Mass. A system of independent home study has been inaugurated by the school officials with a view to strengthening the work of the evening commercial high schools and turning out more efficient graduates.

Formerly, teachers who have attempted to give out home work have found it difficult to indicate just what is expected of every pupil. Under the new system, assignments of home work are made from the school headquarters by means of printed forms. All the work is definite and uniform. The sheets are distributed every Thursday evening and the pupils' work thereon collected the following Monday evening. After the home work has been inspected, it is returned to the student. If the work is accepted, it is placed in a folder adapted for the purpose, and kept on file for final inspection at the close of the term. If it is not accepted, it must be recopied.

The work covers all the commercial subjects and up to the present time has been pursued by 55,543 pupils with an increase of 86.9 per cent during October. The present enrollment is an increase of 82 per cent over 1910.

Three evening schools for the teaching of cooking and manual training, one for instruction in English and three for vocational work have been opened in Bay City, Mich. Manual training classes will be held two or three nights per week and English classes four nights a week.

Cumberland, Md. Night schools for working girls have been opened.

Coldwater, Mich. An evening school has been opened.

Muskogee, Okla. A night school has been opened in the Central high school building. The courses include domestic science and arts, typewriting and stenography, bookkeeping, mechanical drawing, physical training and shop work. The sessions will be held twice a week and the work will be divided into three periods of forty-five minutes each.

Parkersburg, W. Va. A night school has been opened.

Kalamazoo, Mich. Among the courses of study in the evening schools are those of bookkeeping, mechanical drawing, cooking, free-hand drawing, sewing, dressmaking, millinery, shorthand and typewriting. A gymnasium class for women is held on Saturday evenings and one for men on Monday and Wednesday evenings.

Toledo, O. The night schools offer shopwork for boys and men, and cooking and sewing for the girls and women. At the Central high school the ordinary evening school studies are offered

with the addition of German. A fee of \$1 is required to pay for the cost of textbooks.

Portland, Ore. Evening school work has been broadened this year. The course of study has been extended and the number of schools opened has been increased. Electricity, woodworking and machinery are some of the important features of the work. No charge is made for tuition.

South Bend, Ind. A sewing class has been added to the night school courses.

Wyandotte, Mich. A night school has been opened. In addition to the common school studies special work is provided in bookkeeping, mechanical drawing and chemistry.

Walla Walla, Wash. A night school course, covering a period of three months, has been established. A class for foreigners has been provided in connection with this school. A commercial course, a domestic science course and an English course are features of the work.

Two French classes have been added to the courses at the evening school in Lowell, Mass.

Flint, Mich. A night school has been provided. The pupils in attendance are required to make a deposit equal to the amount of the books furnished and this is later refunded upon the return of the books. A charge of \$1 is made for each course pursued, the same to be returned if the attendance is regular throughout the term.

Kansas City, Mo. The night schools opened with an attendance of 1,300 students and forty-five instructors. The regular common school studies will be given with other classes in electricity, domestic science, printing and salesmanship. It is estimated that about 200 have enrolled in the business classes.

The Chicago night schools opened with an attendance of 1,222 in sewing and 838 in cooking. In the elementary school department there were 3,245 and in the English classes 7,353.

Two special courses have been established. These include electrical work and mathematics and factory apprentices and pre-vocational training for boys in elementary grades who are older than others in the class.

Beloit, Wis. An evening school for adults has been opened. All persons in attendance are expected to pay for books and materials used. In addition to this they are also required to deposit a fee of \$3 which will be returned if the persons attending have been present 85 per cent of the time.

Superintendent J. M. H. Frederick of Cleveland, O., is in favor of requiring an adequate tuition fee from all patrons of the evening high

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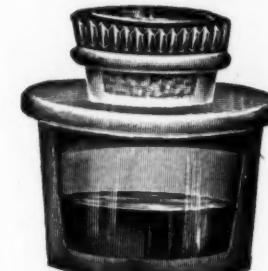


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See next month's journal for other styles. Write for illustrated circular and prices.



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schools. Mr. Frederick has declared his intention of placing the schools on a business basis next year so that they may be made self-supporting. At present, a tuition fee of \$1 is charged and this sum is later refunded provided the pupils attend 75 per cent of the lessons.

Cleveland, O. Blueprint reading has been made a part of the evening school work at the West Technical High School. Blueprints showing plans and specifications of every form of building trade have been prepared by the architect of the school board for this purpose. The classes are open to carpenters, plumbers, machinists, sheetmetal workers, brick masons, steam fitters, electricians and others. The purpose of the work is to make the ordinary workman familiar with blueprints. The school authorities have, in addition to the foregoing, provided work in printing for apprentices and journeymen in the various printers' establishments of the city.

Lawrence, Mass. An advanced course in cooking, one in millinery and one in architectural drawing and estimating have been added to the evening school courses. In addition to the regular night school studies a preparatory department has been created. This department has been created for those who have completed the work of the first six grades of the day schools or the advanced work of the evening grammar school class. Pupils will be prepared for entrance into the regular evening high school classes. Those who have not had a complete grammar school course will be given an opportunity to resume the work and will be able to enter the wider field of knowledge and training which the high school provides.

Dallas, Tex. Night schools have been provided.

Joliet, Ill. The school board has established a night school. Provision has been made for the study of chemistry, electricity and commercial work.

Peoria, Ill. An additional night school has been opened, making two in operation this winter. A class in sewing, in millinery and in manual training have been added to the courses. The new class is for the benefit of foreigners who wish to learn English.

Toledo, O. Shop work for boys and men and cooking, sewing and dressmaking for girls and women are offered in the night schools this winter. The classes are open to those not enrolled in the day schools. In the high schools, cooking, sewing, chemistry, shop work, free-hand drawing, German and commercial subjects will be taught.



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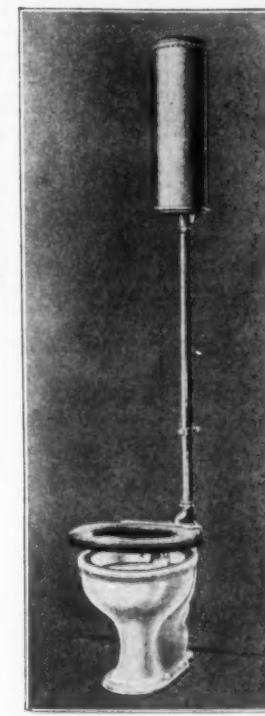
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## TEACHERS' APPOINTMENT RULES.

At the instance of Superintendent P. M. Hughes the Syracuse, N. Y., board of education has adopted new rules for controlling the appointment of teachers. The rules are notable for their simplicity and directness. They provide a very fair but flexible method of determining the fitness of candidates. The rules read in part:

*Section 1.* All kindergarten, grade and high school teachers, except principals, vice-principals, head of departments, and commercial, manual training and domestic science teachers, shall be appointed from the persons on the merit lists in the order of their rating. In making appointments, if the person at the head of the merit list is not available, the next shall be chosen. The right is reserved in every case to name the highest male or the highest female candidate, according as the board of education shall determine that a male or a female teacher is required for the specific position.

A candidate for a kindergarten position or for a grade position must be a graduate of a high school of approved standing or must show the equivalent qualifications.

A candidate for a high school position must be a graduate of a college or of a normal school of approved standing and must have had at least two years successful experience in teaching high school subjects.

Every candidate must possess a certificate issued or endorsed by the State Education Department entitling him to teach in the schools of cities of the second class in the department for which he has made application.

## Merit Lists.

*Section 2.* There shall be merit lists of kindergarten, grade, and high school teachers respectively. The high school merit list shall be divided into departmental lists of ancient and modern languages, mathematics, science, history and English, but no candidate shall be rated on more than two of the departmental merit lists.

Applicants on said merit lists shall be graded upon the following qualifications:

General scholarship, including professional training	.....	30 credits
Teaching ability, including discipline and management	.....	40 credits
General merit and fitness	.....	30 credits

The mark in general scholarship and professional training shall be determined by written tests to be given by a committee of three or more to be nominated by the superintendent of schools and approved by the board of education; except that the mark in general scholarship and professional training of graduates of the Syracuse Training School shall be given by the faculty of that school, based upon the work of the candidates during the entire training school course, and such mark shall stand in lieu of the written test above named for a period of two years from the date of examination, after which the candidate may elect to enter the written tests or retain the training school mark, provided, that no such rating shall be given to any graduate from the Syracuse Training School prior to January 1, 1911.

The ratings given by the faculty of the training school and the reports of the above named committee shall be filed in the office of the superintendent of schools and shall be open to inspection by the members of the board of education. Any candidate, on request, shall be informed of his rating and may inspect the papers which he has written.

Teaching ability shall be determined by a committee of three or more to be nominated by the superintendent of schools and approved by the board of education. As far as practicable, such ability shall be ascertained from the actual teaching of the candidate in the presence of the committee in the kind of work for which the candidate has made application. The committee, however, may at its discretion, consider the certificates of well known educators who have personal knowledge of the teaching ability of the candidates to whom they certify.

The *general merit and fitness* of the candidates shall be determined by a committee consisting of the superintendent of schools and two others to be nominated by the superintendent and approved by the board of education.

In determining the *general merit and fitness* of the candidates, the committee shall consider his education, both general and professional, his experience in teaching, his general reputation as a man and as a teacher, his personal appearance, his general health, and his apparent ability to organize classes, interest and manage pupils, as well as all other matters that go to make a successful teacher.

Examinations for the merit list shall be held in November and December of each year. No candidate shall be rated on the merit list who has not personally appeared before the committee and actually conducted a class in teaching in the line of work for which he has applied.

A candidate who shall desire to take the examination for the merit list shall notify the superintendent of schools in writing to that effect on or before November 1st preceding the examination.

No candidate's name shall be placed upon the merit list whose general rating is below 75 credits. No candidate's name shall be retained on the merit list for a longer period than two years without re-examination.

Candidates whose names are now on the merit list and who do not wish to be re-examined at the next regular examination period, will not have their names retained on the merit list after the next merit list has been adopted by the board of education.

As far as practicable, a new merit list shall be adopted by the board of education at its regular meeting in February of each year.

Any candidate on the merit list may be re-rated at the annual examination of candidates, provided he has filed with the superintendent of schools before November 1st preceding the examination, a request for re-examination.

## OPEN-AIR SCHOOLS.

San Jose, Cal.—The school authorities have conducted an experiment at the Gardner school as a probable substitute for the prescribed open-air schools usually erected. The plan involves simply the changing of the window frames whereby any room can be converted into an open room without great expense.

The old style pulleys are replaced by hinges allowing the window to swing outward and afford twice as much space as formerly for the passage of air. The lower part of the wall, between the bottom of the window and the floor is cut out and a wooden shutter is inserted. With the window and the shutter swung open the room can be as efficient as any open-air room. It is expected that the success of the plan will cause a general demand for the same fixtures in other schools because of the simplicity and the economy.

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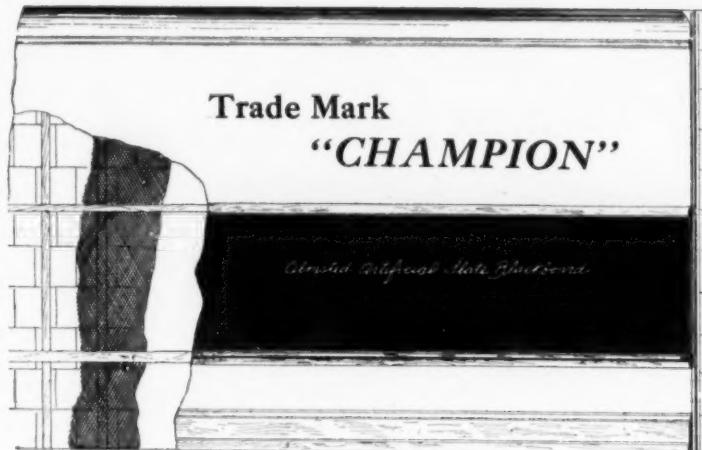
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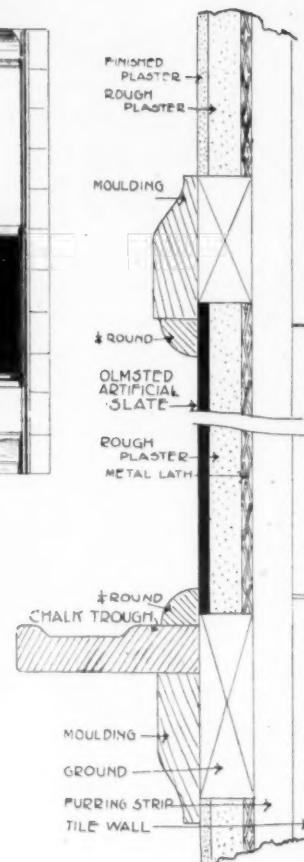
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#### HIGH SCHOOLS.

Satisfactory progress in high school education, in Tennessee, is reported in the recent annual report of P. L. Harned, Inspector of the state education department. A total of 111 high schools are in operation at the present time, giving employment to 176 male teachers and 175 female teachers and offering instruction to 7,546 students. The total value of high school property and equipment has reached, in round numbers, a total of one million dollars. During the year, the total expenditures amounted to \$378,177, of which \$235,435 were applied to salaries of teachers and principals. Of the students, 3,800 or more than one-half, are enrolled in first-year classes and only 629 are members of the fourth-year classes.

Mr. R. H. Latham, superintendent of schools at Winston-Salem, N. C., has adopted a novel method of interesting the students of the high school in current civic, educational and social problems of the community. The members of the senior class were recently assigned subjects to be studied and written about. Pupils were required to learn of recent history of certain phases of civic, educational and social conditions, present status and future prospects for improvement. The essays when completed, were printed in the two daily newspapers.

The character of the essays may be better appreciated by titles such as the following:

Winston-Salem Public School Buildings Ten Years From Now.

The Educational Status of Winston-Salem by 1922.

Parks and Places of Amusement.

Health Conditions of Winston-Salem in 1922.

The Part Women Will Play in 1922.

Railway Extension and Light Systems.

Local Affairs in Winston-Salem.

Early Schools of Winston.

Why Winston and Salem Should be Consolidated.

The Curfew Law Should be Enforced.

When the Warehouse Bell Rings (a discussion of tobacco selling, the largest local industry).

How a President is Elected.

The essays aroused much interest on the part

of the public. City officials and other local persons who are leading in the movement for improvement of the city gladly volunteered information and assistance to the students and enthusiasm was aroused.

Newport, R. I. The study of algebra in the ninth grade has been condemned by the school board. None of the members are in sympathy with the study and a plan is being considered of either eliminating it or of reducing the number of grades to eight as used practically all over the country.

The principal of the high school at Rockford, Ill., has recently issued circulars to parents emphasizing the need of home study to supplement the work of the classroom and urging their cooperation to secure earnest work on the part of the students. In the circular mention is made of the fact that each student spends but six school hours in the building each day, and as there are only five such days in the week, it is apparent that extra work must be done outside of school hours. Each student has four subjects and the time is insufficient to enable a thorough preparation for the following day. The need for a word of caution was felt by the school authorities to be necessary as some pupils were found to be behind in their class owing to lack of preparation.

Girl students in the high school at Pasadena, Cal., have begun the grafting of fruit trees under the direction of the director of agriculture and his assistant. The girls are equipped with long pruning forks and have found the work very successful. Outside work is not solicited but telephone calls from outside parties are given prompt attention.

In addition to the above, a propagation house has been filled with tropical plants. Many of the seeds have been provided by the federal government.

Pittsburgh, Pa. Eighth grade pupils will be promoted to the high school without examinations provided they have attained an average of 85 per cent. Pupils making less than this average are required to be re-examined before entrance into the high school. It is expected that with the double promotion plan much better results in school work can be effected.

The school committee of Cambridge, Mass.,

is considering a change in the method of promotions of eighth grade pupils to the high school. The old plan of having three promotions yearly, according to the statement of Superintendent M. E. Fitzgerald, has had the effect of reducing the educational standard of the pupils. This was forcibly brought to the attention of the school committee when it was asserted that out of 128 pupils preparing for entrance into the high school, thirty-three have failed in the regular work and eleven have left school. It is proposed to have only bi-annual promotions in the future.

The new official school directory of Wisconsin gives the number of free four-year high schools in the state as 317, a gain of fourteen over last year. In addition to these, there are also thirteen independent high schools in the larger cities. One-third of the principalships of the high schools in operation last year are held this year by new men. In the case of the independent high schools no change was noted.

Junction City, Kans. The fourth year of English in the high school is devoted to journalism. The pupils use a textbook and secure information from the Literary Digest and from various reference works on journalism in preparing their classwork. As laboratory work, they publish a monthly magazine and are required to bind several books during the year.

#### MANUAL ART STUDIES.

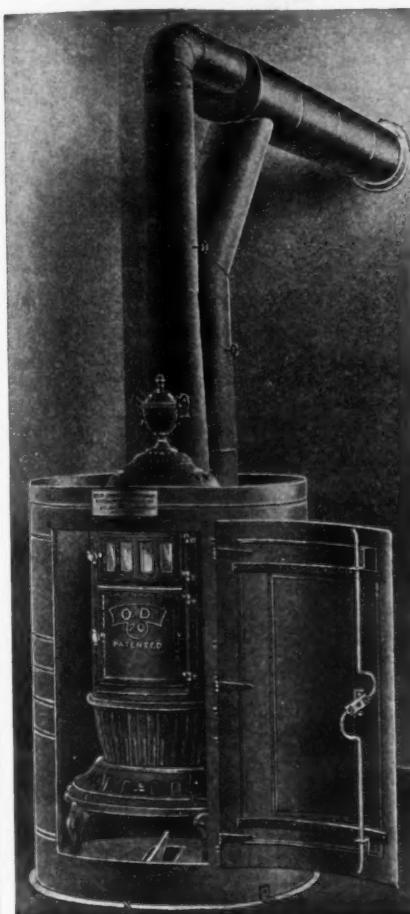
The board of education of Rochester, Minn., has arranged to open the domestic science department of the local high school for the benefit of the married women of the city. Any woman who is interested may receive weekly, free instruction in cooking and sewing, by joining a class which has been formed.

Manual training and domestic science have been introduced in the high school of DuBois, Pa. The manual training is along practical and industrial lines and the students are required to make repairs in the school buildings under the supervision of the manual training teacher.

Greenville, Tex. A manual training department with equipment costing \$1,266.88 has been opened in the high school.

The school board of West Chester, Penn., has ruled that hereafter all orders for articles to

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It warms the room with pure fresh air and combines a duct or pipe to exhaust the vitiated or foul air. No other system does this.

It does not require a separate independent foul air flue of brick or metal as all other systems do.

It is simple, easy to set up, and easy to regulate. All other systems are complicated.

It does not clog with soot and rot out, requiring expensive experts to repair; other systems do.

It draws the foul or vitiated air from the floor of room by a siphon suction combined with the heater; no other system can do or does do this.

It is the cheapest of all heating and ventilating systems, because it combines heater, ventilating drum, ventilating mat, stove pipe and foul air pipe or duct. Pipe furnished free 5 feet from center of heater, additional lengths of large pipe, 50c. per foot. All other systems require expensive independent foul air flues or ducts, either metal, brick or stone.

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be made in the manual training department must be signed by the head of the family. A case recently happened where the mother had signed for a shirtwaist box and when the article was completed the father refused to pay for the material used in constructing the same.

A practical test of the feasibility of operating an employment department in connection with the vocational and trade schools is being tried at the present time in the John Marshall high school in Chicago. It is planned to provide suitable employment for students who have passed an average grade of seventy-five upon graduation. As an argument for the introduction of such a project, it was pointed out that many schools teaching vocational subjects make little effort to place their students in positions when they leave school. As a result of this lack on the part of the school, the pupil who desires work becomes discouraged and accepts anything which is offered to him. The pupil is unfitted for the work which he is given and his high school training is also wasted. By the operation of such a plan it is hoped that the idea can be extended to all the vocational schools in the city.

The Massachusetts state board of education is engaged at present in a campaign for establishing in the different cities of the state, schools of housewifery for women of every age, grade and condition.

The plan, as originated by Dr. Snedden, aims to initiate the prospective pupils immediately into the mysteries of sewing, cooking and house-keeping. No samples or textbooks are to be used, but the pupils are simply to follow out the instructions given and carry out the work from the beginning to the end.

Special classes for young women about to be married are to be one of the features. They are intended for the women who have spent all their time since leaving school in business offices, stores and factories, and who have, therefore, not been able to learn housekeeping. In case they desire instruction in any one special matter there will be an opportunity for her to carry out her wishes.

At the present time, classes have been established in such cities as Cambridge, Quincy, Methuen, Lowell, New Bedford, Watertown, Natick and Somerville. The work has been enthusiastically received by all classes of women,

especially college, business and professional persons.

The state department of education of Minnesota gives a bonus of \$2,500 a year to all high schools introducing the study of domestic science or manual training.

Methuen, Mass. Courses in manual training have been provided for the sixth, seventh, eighth and ninth grades of the public schools.

DePere, Wis. The school boards of the East and West sides have granted the requests of the parochial schools for admittance of pupils to the manual training department of the public schools. The East Side board limited the number to ten and divided the pupils into two classes. The West Side board was unable to admit the full number of pupils desiring to enter.

Hammond, La. A new domestic science building has been opened.

Boston, Mass.—A course for the training of industrial instructors has been established in the central evening industrial school.

#### VOCATIONAL EDUCATION.

Freehold, N. J.—The local high school has recently introduced an advanced farming course as a part of its course. The school is the first one in the state to adopt this idea and the work will be further advanced by a greenhouse for gardening experiments during the winter months. The course includes both practical and book knowledge of the science.

Los Angeles, Cal.—A vocational director has been engaged for the purpose of helping high school students in their efforts to select a life vocation. It is proposed to secure data concerning the requirements of every vocation and trade in southern California. Pupils in the Gardena high school have been asked to answer questions relating to their future plans for a vocation or advanced education in cultural subjects.

It is proposed to advise pupils so that they will choose those callings for which they are best adapted and which will give them the best means of a livelihood. The school authorities maintain that many students do not know the reason for their attendance at the high school and have no definite purpose in mind.

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Practical talks will be given the students dealing with the choosing and future work of the different vocations. They will also be informed of the prerequisites which are necessary for each of those discussed.

The Iowa state board of education has designated the Central State Normal school as the training school for the preparation of teachers of agriculture in the schools of the state. The work will be undertaken as a special department of the normal school and will not interfere with the regular work for the public schools. Students may take the new course this year but full course will appear next July.

Buffalo, N. Y.—A boys' industrial course, a girls' industrial course and a business course have been provided in the public schools for the purpose of giving boys and girls an opportunity of combining study with practical work. In each of the courses the day's work is divided into two sessions, one of which is spent in the classroom and the other in the shop learning the problems in connection with a trade. The course in shop work consists of carpenter work and cabinet-making. Each course is two years in length.

The girls' industrial course is made up of practical work in cooking and sewing. The study course is planned on the same basis as the boys' course.

The business course includes practical office work and regular commercial subjects.

Cleveland, O.—The first step toward the solution of the continuation school problem has been taken by the transference of the school to a factory building. Other classes will be installed in manufacturing establishments in the future.

St. Paul, Minn.—Superintendent M. C. Potter has begun the preparation of plans for the reorganization of the first two years of the commercial courses. The new plan will permit the grouping of the studies enabling pupils who are not able to complete the four-year course to leave at the end of the second year.

Cleveland, O. At a recent meeting of the school authorities of the city, a committee was appointed on vocational guidance for high school pupils, and another to determine the causes of pupils leaving high school.

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### THE MOTION PICTURE IN EDUCATION.

(Concluded from Page 8)

As such occasions are more in the nature of entertainments than school lessons, all films of an educational nature can be drawn upon, and as they offer a wide variety of important and interesting subjects, it will not be a difficult matter to make selections that entertain as well as instruct. Properly managed, the Saturday matinee for school children ought to develop into an educational feature of far-reaching influence, besides affording enjoyable occasions for young people. Where state or municipal laws, as in the case of Greater New York, forbid the attendance at motion-picture houses of children under sixteen years of age, unless accompanied by parents or guardians, it is usually considered satisfactory by the law-enforcement authorities if the picture houses are lighted during the performance, and if two or three matrons, or chaperones from among the mothers of the children, or the teachers are present on every occasion. It is most undesirable that the chaperone be either an employee of the motion picture house or a representative of the municipality.

The younger children of the kindergartens can be pleasantly entertained by programs made up of fairy tales. An especially enticing one is the Grimm fairy tale "Snow White." In this the dwarfs, who figure so largely in the story, are real dwarfs, secured from the Hippodrome where a number of them were playing at the time the film was made. In showing this photo-play to the little ones, if the fact that real dwarfs figured in them is told to the audience, it is surprising how very much interested they become. The American fairy stories, such as Jack and the Bean Stalk, Cinderella and other such favorites, are to be had, and even more amusing ones. Anniversary occasions, such as Christmas, for which event the famous poem "The Night Before Christmas" has been brought out, and Easter, have also their special stories.

A recent film that would probably interest the little ones as well as their elders, shows the kindergarten processes. One can imagine with what eagerness the very little child will follow in the picture the activities which it has experienced in the classroom. There is developing a considerable number of films of the types indicated that are especially adapted for the entertainment of very young children; and it is suggested that if such occasions were enlivened with music, either vocal or instrumental, rendered by amateurs a little older than the kindergarten children, their school mates, preferably, it would make the entertainment much more enjoyable.

### ORGANIZATION AND ADMINISTRATION OF INDUSTRIAL SCHOOLS.

(Concluded from Page 13)

tative, and experimental, with a view to finding the most effective powers through the most fitting activity.

It means, too, that two or more activities may go on simultaneously and thus shorten the period of tryout and hasten the final decision with its corresponding concentration of activity to the essentials of a permanent vocation.

All secondary schools, including industrial schools, must provide in their organization for trying out their pupils and helping them to find themselves and their true vocation. This problem is complicated with another which recent inquiry has presented in a startling way. It refers to the *disposal* of the human product and bids fair to give much greater difficulty than the disposal of the material product referred to above. About the end of the first year and a half an inquiry was made as to what became of the boys who left the school and the result was gratifying and seemed to conform to the expected results. The few boys who had gone out were mostly in positions where their training increased their efficiency, their wages were higher than those of untrained boys of the same age and the employers wrote strong letters endorsing the work of the school and assuring us that boys so trained would regularly command better wages from the start and advance much faster.



HON. J. D. EGGLESTON, JR.,  
Specialist in Rural School Education to the Bureau  
of Education, Washington, D. C.

### The Results of Four Years.

Now, however, after four years of experience and after having sent out a considerable number of full-course and partial course students, inquiry shows very disturbing results. The whole number of boys who have left school and whose present employment has been investigated is eighty-three. Of these, but fourteen are actually engaged in the industries for which they were trained in the school. Of the eighty-three, twenty-four are graduates of the full two-year course. Of these twenty-four, but ten are now engaged in the industries for which they were trained and yet fourteen of the twenty-four were fifteen years old or more when they entered the school, making their age at graduation at least seventeen. What has become of the boys who are apparently making no use of their training? The answer is that eleven of them have entered other schools, not industrial. Eight of these have entered other schools after what might be regarded as a tryout period of from two to six months. Of the remaining three who entered other schools, two were full graduates and one had been in the shop school one and a half years. All three did good work in the shop school. The remainder are in varied positions. Twelve were found to be without work or had dropped into the trivial employments from which the school was to deliver them. One after graduation, with credit, from the full two-year course in cabinetmaking went into the navy as a gunner. Another after nearly two years in cabinetmaking went into a chemical company. From a year and a half in plumbing, one went into carpentry. Another from a year in carpentry went into a position in a clothing factory. A year and a half good work in electricity prepared another for tinsmithing and so on with all sorts of combinations. It is significant that six, after training in one of the branches of industry offered in the school, secured positions in some other branch also given in the school, but without training in that branch.

#### Causes of Failures.

This record is by no means complete. A large number of boys who have left are still to be investigated, but as far as it goes, it shows how far the actual disposal of the human output is from the theory with which the school was started; how serious is our failure thus far to secure a proper correlation of the training of the school with the industries of the city. What now is the explanation of this failure? A certain percentage is due, no doubt, to the happy-go-lucky attitude of the American parent and the American boy toward a vocation. In a multitude of cases the whole matter is left to the hazard of chance. This, however,

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would not account for many cases where the course of training had been deliberately chosen and faithfully pursued for a considerable time for it means the apparent throwing away of the advantage of the skill and experiences acquired with so much time and labor. Another portion of the failure is due to the lack of an adequate tryout in various directions as indicated above; but, allowing for these, inquiry discloses the fact that probably the largest portion is due to the reluctance of employers to receive even trained boys into responsible positions until they are at least eighteen years of age. Their skilled employees they say must be responsible for the use of costly machines and costly material, and they must have the seriousness of the man to meet this responsibility in a way to be profitable. Here again the original theory does not work out satisfactorily. It had been assumed that boys of sixteen with preliminary training would readily be received into the industry. Experience throws grave doubt upon this, and suggests that we may be compelled to revise our estimate of the time during which industrial education must be carried on wholly under public auspices and at public expense.

#### Some Changes Proposed.

In view of these facts, a greatly revised plan of organization and administration of the industrial schools is now in preparation, which it is hoped will meet the problems outlined above, which experience itself has forced into consideration. It is obvious that such a plan must provide for a tryout of the pupil's permanent aptitude and interest in the industrial field as a whole, as against the other great vocational divisions of commerce and the professions, and it must also provide for a tryout of his apti-

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obviously do not and cannot show how this admirable instrument can be adequately correlated, either with the human need or the industrial need for which it was created, and increasing experience is showing that this correlation is now inadequate. Hence the suggestions as to the direction in which better correlation will be attempted. Success or failure in this direction can only be recorded after further experience. On the whole, we may say that we have taken some steps of which we are pretty sure and which constitute real progress toward a remedy; but to find the complete remedy, the ideal and wholly adequate organization, we have still far to go.

#### SCHOOL SAVINGS BANKS.

Pittsburgh, Pa. At the present time there are 109 school buildings where school savings systems are in operation, with a total of 32,800 pupil depositors. The sum of \$150,000 has been deposited since the system was inaugurated fifteen years ago.

At the beginning of the work the great majority of the bookkeeping fell to the lot of the teachers but recently the bank where the deposits are kept has sent messengers to the school buildings to collect the money. On the day that the messenger is expected the pupils are required to place on the teacher's desk the amounts saved, deposit slips and the passbooks. The collector checks the money and slips and makes the entries.

Andover, Mass. The superintendent of schools has recently submitted figures showing the progress of the savings system since its establishment in January, 1912. The number of deposits at the time of the report was 7,137 and the amount of money deposited was \$2,275.50. The total amount transferred to private accounts was \$1,618.12. The latter is permitted only after a total of three dollars has been deposited. The figures indicate an increase in the spirit of thrift and saving among the school children.

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### ALABAMA.

Selma—Archt. William T. Warren, Birmingham, will prepare plans for 15-room high school; \$35,000. Work will start shortly.

### ARIZONA.

Scottsdale—Proposals received Jan. 15 for schoolhouse at Salt River Indian School, Camp McDowell Superintendency. F. H. Abbott, commissioner, Washington, D. C.

### ARKANSAS.

Lepanto—Bids received Dec. 19 for 2-story school. Weathers, Foley Co., Memphis, Tenn., Archts.

Texarkana—School will be erected in Rose Hill section.

### CALIFORNIA.

San Fernando—Bids have been received for industrial arts building and mechanical arts building at an approximate cost of \$50,000. J. C. Austin and W. C. Pennell, Archts., Los Angeles.

Los Angeles—Bids received Dec. 5 for sanitary building on Sherman school site. Del Rosa—Architect Anthony Biemer has plans for school building; \$15,000. Fort Bidwell—Proposals received Jan. 4 for erection of day school building, Likely Indian Day School. F. H. Abbott, acting commissioner, Washington, D. C. Richmond—Two school buildings will be erected east of Twenty-third Street. Oceanside—Architect T. C. Kistner, San Diego, has plans for high school east of city; \$15,000.

Los Angeles—High school will be erected for East Los Angeles. Wm. A. Sheldon, secretary. Proposals received December 5 for kindergarten building on the site of the Miramonte school. Wm. A. Sheldon, secretary. Glendale—Bids received December 2 for erection and completion of 4-room school building. C. S. Westlake, clerk. Coronado—Architects Quayle Bros. & Cressy have plans for high school, district of Coronado Beach; \$80,000. Sacramento—Plans will be prepared for school at Twelfth and W streets. Site is being discussed for location of school near Fifteenth and E streets. Los Angeles—High school will be erected, North Pritchard street and Broadway; \$335,000. Wm. A. Sheldon, secretary. San Diego—Bids have been received for Washington school. Theodore C. Kistner, architect. Oakland—Architect J. J. Donovan has submitted plans for Duran and Peralta schools.

Ventura—Bids received for kindergarten building. A. L. Vincent, clk. Oceanside—\$20,000, bonds, have been provided for erection of union high school.

**COLORADO.**  
Colorado Springs—Bids will be received for manual training school and annex; \$175,000. McLaren & Thomas, Archts.

**CONNECTICUT.**  
Fairfield—A new set of plans has been prepared for the proposed building.

**DISTRICT OF COLUMBIA.**  
Washington—Proposals received Nov. 29 for normal school; \$250,000.

**GEORGIA.**  
Macon—A co-educational high school will be erected on the site of the Lanier school, and an appropriation of \$100,000 has been made for the same.

Gainesville—Proposals received Dec. 19 for industrial building at the North Georgia Agricultural College. Dr. G. R. Glenn, pres.; R. H. Baker, secy.

**IDAHO.**  
St. Maries—School will be erected to cost \$60,000, including plumbing, seating, furniture, blackboards.

**ILLINOIS.**  
Rock Falls—Bids received Jan. 22 for grammar school. G. C. Miller, Archt., Chicago. LaSalle—The township high school board has received plans for the social center and gymnasium buildings to be erected in the township. Galesburg—Plans have been discussed for Sixth ward school.

East St. Louis—Architect A. B. Frankel has sketches in progress for 6-room school building; \$20,000. Decatur—Two-story grammar school is contemplated for 1913.

Oinely—Propose issuance of \$100,000, bonds, for township high school; \$100,000. L. W. Chersown, pres.

Chicago—Figures will be received Dec. 4 for 3-story addition to Burnside school. A. F. Hussander, Archt. Danville—Site has been purchased for 2-story grade school; \$100,000. C. Crouse, secy. Champaign—Architects Spencer & Temple have plans in progress for 2-story high school; \$150,000. LaSalle—A donation of \$75,000 has been made for a proposed recreation building for LaSalle township.

**INDIANA.**  
Indianapolis—Architect Charles Byfield has plans for 1-story kindergarten building, Charity Organization Society. Charles Baldwin, secretary.

Evansville—A boys' college will be erected by the Benedictine fathers on Outer Lincoln Ave. in April. A Catholic school for girls is also proposed for the lower part of the city. Crawfordville—Plans are being prepared by Superintendent L. N. Hines and the school board for the erection of a school, east of the railroad.

Indianapolis—The school board has authorized the preparation of plans for an 8-room school at Southeastern and Temple Aves., to be erected next spring. Nora—School will be erected in the spring to replace the destroyed structure.

**IOWA.**  
Charles City—The school board contemplates erection of school in north section of town. Oskaloosa—Erection of 6-room ward school is contemplated. L. Shangle, secy.

Dubuque—Figures received Jan. 18 for 2-story school; \$115,000. Wm. B. Ittner, Archt., St. Louis, Mo. Brooklyn—Figures received Jan. 8 for 2-story high school; \$40,000. C. A. Dieman & Co., Cedar Rapids. North



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English—Archt. R. R. Mayberry, Cedar Rapids, has plans in progress for 5-room school; \$20,000. Marshalltown—Proposals received Jan. 14 for 8-room school. L. C. Abbott, chm. committee; Charles Eckman, Archt. Elliott—\$20,000, bonds, have been issued for erection of school.

Dedham—Figures will be received for 2-story school, St. Joseph's parish. J. M. Nachtigall, Archt., Omaha, Neb. Sioux Center—Bids received Jan. 7 for school building. W. W. Beach, Archt., Sioux City. Victoria—Two-story school building will be erected for St. Bridget's Parish.

Marshalltown—School will be erected next spring.

Creston—Plans are being discussed for addition to school building. Sigourney—\$15,000, bonds, have been voted for school building.

### KANSAS.

Caldwell—Supt. Hugh Durham has asked for information and opinions relative to a new high school building which is contemplated.

Atchison—Bids received Dec. 16 for erection of Washington school. Saylor & Sedden, Archts., Kansas City, Mo.

Kincaid—Architect C. W. Squires, Emporia, has submitted sketches for 2-story school building; \$8,000. J. T. Willis, clerk. Monument—High school building will be rebuilt.

Sylvan Grove—Bids received January 1 for 2-story parochial school, German Lutheran Church. C. A. Smith, Archt., Salina. Moundridge—Two-story school building will be erected; \$25,000. J. C. Peters, clk. Great Bend—Bids received Dec. 2 for school. Owen & Payson, Archts., Kansas City, Mo.

### KENTUCKY.

Horse Cave—Architects McDaniels & Murphy, Louisville, have plans for 2-story school building (manual training and gymnasium); \$20,000. Louisville—Twelve-room school building will be erected in West End, with space for baseball, tennis, basketball and playground.

Fort Thomas—Site has been purchased for a future high school building at Mt. Pleasant avenue and Elmwood place.

Louisville—Propose erection of school building at Twenty-sixth and Date Sts.

Horse Cave—Erection of school is being agitated.

### LOUISIANA.

White Castle—Sealed proposals received Jan. 7 for 8-story high school. Nolen & Torre, Archts., New Orleans. L. E. Messick, Supt.

### MARYLAND.

Frederick—Architects Parker, Thomas & Rice, Baltimore, have plans for 2-story school building; \$10,000.

### MASSACHUSETTS.

Amesbury—Architect W. M. Bacon, Boston, has plans for 2-story elementary school building.

Peabody—Architects Cooper & Bailey, Boston, received figures Dec. 6 for 2-story school building. Thos. P. Hanley, chm., building committee. Lynn—Two-story annex will be built for English High School. U. B. Hunt. Haverhill—Site has been considered for 24-room school.

### MICHIGAN.

West Branch—Figures received Dec. 2 for 2-story high school; \$26,000. Cowles & Mutscheller, Archts., Saginaw.

Grayling—Architects Cowles & Mutscheller, Saginaw, have plans for two-room school building; \$6,000. M. Hanson, secy. Flint—Architect A. E. Bowd, Lansing, has plans for

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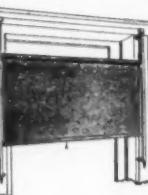
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3-story deaf school. A. L. Wright, pres., board of trustees. Webberville—Architect H. M. Pipp, Ann Arbor, has plans for one-story school building. R. C. Smith, board of education.

Grand Rapids—Three-story high school will be erected this spring; \$300,000. Robinson & Campau, Archts. Manistee—Work will start this spring on 2-story school containing an auditorium for Polish Catholic Church. Rev. J. M. Steffes, pastor. Norway—Contract has been let for 2-story grade school. J. D. Chubb, Archt. Chicago, Ill.

Springport—Archt. J. N. Churchill, Lansing, has plans for 2-story school building. Memphis—Archt. Isaac Erb, Port Huron, has plans for 2-story school building. George Bartlett, pres. Grand Rapids—Agitation has been started for erection of high school in northern section of city.

#### MINNESOTA.

Little Falls—Archt. C. H. Parsons, Minneapolis, will prepare plans for high school. St. Paul—Figures will be received for 10-room school, West St. Paul. A. F. Gauger, Archt.

Faribault—Architect Clarence H. Johnson has been designated as the architect for the proposed school building. Benson—Plans will be out about January 1st for 13-room grade school. J. E. Nason, Archt. Minneapolis. Chisholm—The school board is considering sketch plans for the proposed school building. Crosby—A new school building is planned; \$60,000 to \$75,000. Moorhead—Propose issuance of \$100,000 for science building at state normal school. Winona—The state normal school authorities plan to ask the legislature for model school building at the state normal to cost \$75,000. Jackson—Contemplate erection of school to replace destroyed building.

Cass Lake—The sum of \$6,000 is available for a girls' school at the Indian Mission, seven miles from the city. Hibbing—Bids received December 16 for equipment for Lincoln school. Wm. B. Ittner, architect, St. Louis, Mo. Victoria—Bids received December 5 for erection of school building, St. Victoria church. M. Diethelm, chairman. Minneapolis—Architects Jackson & Stone have received bids for open-air school building.

Aurora—Architect A. Holstead, Duluth, has plans for erection of grade school. Browerville—Architect K. T. Snyder, Minneapolis, has plans for 6-room school building. Chisholm—Sites are being discussed for new high-and-grade school building; \$100,000. Virginia—Contract has been let for erection of school building (cooking department and woodturning shop). Bids will be received for equipment for technical high school which will cost \$14,000. Minneapolis—Bids received Nov. 22 for high school addition. W. G. Nye, Secy.

#### MISSISSIPPI.

Pickens—The mayor and board of aldermen have passed an order for \$5,000 in bonds for erection of school building.

#### MISSOURI.

DeKalb—Architects Overstreet & Spencer, Jackson, have plans for 2-story school building; \$7,000.

#### MISSOURI.

Carthage—Two-story school building is contemplated. Miss L. Hukill, secretary.

St. Louis—Archt. William B. Ittner has submitted plans for 3-story school building; \$170,000. Hans Toensfeldt, comwr. of buildings. Springfield—Bids received Jan. 15 for annex to high school; \$100,000. Reed & Heckenlively, Archts.

Springfield—Plans have been considered for the addition to the high school (domestic science, manual training); \$25,000.

St. Louis—Site has been secured for erection of school.

#### MONTANA.

Bozeman—Architect F. F. Wilson, Bozeman, has plans for addition to county high school (assembly hall, dressing rooms, domestic science, manual training, laboratories); \$50,000.

#### NEBRASKA.

North Platte—\$20,000, bonds, have been voted for 8-room school. Polk—A petition will be presented to the board of education calling for bonds for addition to school. Wausa—The city proposes to issue \$18,000 in bonds for erection of school. Milligan—Sketches have been submitted for 2-story school building; \$12,000.

Hampton—Architect M. N. Bair, Hastings, has plans for 2-story school building; Dist. No. 91; \$14,000. Bids received February first.

Huntley—Foundation work has been completed for school building. Friend—Architects Tyler & Brandt, Lincoln, have plans for one-story addition to school; \$4,000. C. E. Bolby, secy. Omaha—Archt. F. E. Cox has plans for addition to high school; \$40,000.

#### NEW JERSEY.

Camden—Bids will be received in December for 3-story school building; \$100,000. C. S. Adams, Archt., Philadelphia, Pa.

Westwood—Architect J. T. Rowland and Assoc. Archt. F. E. Durich, Jersey City, have plans for 2-story school building; \$75,000.

Red Bank—Architect E. A. Arend, Asbury Park, has plans for addition to school building. A. Botticher, secy. Bids received Dec. 3. Point Pleasant—Architect Ernest Arend, Asbury Park, has plans for school building.

Belleville—Archt. C. G. Jones, New York, N. Y., has plans for school building containing eight rooms and auditorium; \$56,000. Irvington—Agitation has been started for erection of 10-room addition to Grove street school, including an assembly hall; \$12,000. C. H. Stewart, pres.

#### NEW YORK.

New York—Archt. C. B. J. Snyder has prepared plans for 4-story school building at Corona, L. I.; \$200,000. Buffalo—Figures received Jan. 1 for 8-story addition to School No. 60; \$90,000. Howard L. Beck, Archt. Niagara Falls—The school board has begun a search for sites for a 12-room school to be erected in the vicinity of Thirteenth St. and Ferry Ave.

Brooklyn—Architects Klein & Koen have plans for 3-story Hebrew school; \$25,000. Rochester—Architect E. S. Gordon has plans for addition to Public School 36. J. S. Mullan, secy. Buffalo—School will be erected at Columbus Street and South Side Parkway. Addition will be built to school at Clinton and Weiss Sts. Sloan—

Site has been secured for proposed school. Glen Head—\$10,000, bonds, have been issued for school.

New York—Architect C. B. J. Snyder has plans for alterations and addition to School No. 73; \$20,000.

Bids received Dec. 9. Flushing—Architect C. B. J. Snyder has plans for 5-story high school; \$300,000. Proposals received Dec. 23. New York—Proposals received Dec. 16 for 3-story school building, to be erected at Graniteville, L. I.; \$75,000. C. B. J. Snyder, architect, board of education. Rochester—Architects Gordon & Madden have plans for school building, Corpus Christi congregation. D. J. Curran, pastor. Syracuse—Architect A. L. Brockway has plans for 12-room Genesee school; \$80,000. Figures received in February for 8-room addition. Bellevue Heights School; \$75,000. Russell & King, Archts. Sloan—Architects W. S. Brickell & Co., Buffalo, have plans for 3-story school to be erected next spring; \$40,000. William Brennan, Sr., Sloan, New York—Public School No. 51 will be erected at 158th St., Trinity and Jackson Aves., Borough of Bronx. An annex to the Newton high school is to be established in Public School No. 89, Borough of Queens, and annex to Curtis high school in Public School No. 13 in Richmond Borough.

Solvay—Architects Gaggin & Gaggin, Syracuse, have plans for two school buildings; \$150,000. Amsterdam—Architects Fuller & Robinson, Albany, have plans for 12-room school building; \$40,000. Belfast—Architects Pierce & Bickford, Elmira, have plans for school building; \$30,000. New York—\$14,000 have been collected toward the erection of an Italian school on Hester street (lecture hall, gymnasium, club room). Rochester—Propose erection of school for Holy Apostles' congregation next spring. Southampton—Contract has been let for school to cost \$107,000. Brooklyn—The board of education has presented a petition for an appropriation of \$1,259,450 for school buildings, one to be erected at Avenue C, East Second and Third streets (assembly).

#### NORTH CAROLINA.

Andrews—Architects Geo. F. Barber & Co., Knoxville, Tenn., have plans for 2-story school building; \$30,000.

#### OHIO.

Frazeysburg—Figures will be received in the spring for 8-room school; \$30,000. F. L. Packard, Archt., Columbus. Catawba—Figures will be received for 4-room school building; \$15,000. H. C. Millot, Archt., Sandusky. Youngstown—The school board has received detailed estimates from several architects for a new school building. Cincinnati—Archts. Bausmith & Drainie will prepare plans for addition to Marion Ave. school (kindergarten, manual-training, auditorium); \$50,000. Girard—The board has received estimates on the proposed new school building; cost, between \$42,000 and \$85,000. A bond issue to be voted early in the year.

Cincinnati—Architects Garber & Woodward have plans for school building; \$400,000. Bids received next spring. Youngstown—Figures received Nov. 27 for 12-room school building; \$50,000. Rev. Fr. Martin, St. Patrick's Church, Morrow—Plans are in progress for 12-room school building (auditorium and gymnasium); \$50,000. F. L. Packard, Archt., Columbus. Coshocton—Two-



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story high school will be erected; \$80,000. W. S. Hutchinson, pres. Girard—Propose erection of 12-room school building; \$60,000. Dr. D. R. Williams, pres. Toledo—Propose including an auditorium in the plans of the Glenwood school addition.

Lakewood—Figures received about January 15 for 2-story school building, St. James R. C. church; \$50,000. E. J. Schneider, architect, Cleveland. Carrollton—Plans have been begun for erection of 12-room school with auditorium; \$50,000. Howard & Merriam, architects, Columbus. Wadsworth—Agitation has been begun for erection of high school building. Toledo—Addition will be erected for Stivers manual training high school; \$200,000. E. J. Mountstephen, architect.

Cleveland—Bids will be advertised Jan. 15 for 2-story deaf school; \$100,000. F. G. Hogen, dir. Spencerville—Proposals received Dec. 19 for 2-story addition to school (plumbing, heating); Leech & Leech, Archts., Lima. Hudson—Architects Page & Corbusier, Cleveland, have plans in progress for 2-story centralized school; \$80,000. Clarence Bouton, clk. Middleport—Figures will be received next spring for 2-story school building; \$20,000. E. S. Methaney, Archt., Crooksville, Lancaster—Eight-room school building is contemplated to cost \$40,000. Robert Miller, clk. (St. Bernard)—Figures received Jan. 1 for 3-story school building; \$275,000. P. E. Moosmiller, Archt., Cincinnati. Wm. Henn, chm., building committee. Martins Ferry—School building will be erected; \$10,000. H. S. Johnson, secy. Portsmouth—Architects De Voss & Patterson, Portsmouth, have submitted sketches for 2-story school building, to be erected at New Boston, \$15,000. Ray Coburn, clk. New Boston, R. F. D., Portsmouth. Bucyrus—Architect F. L. Packard, Columbus, has plans in progress for 2-story addition; \$20,000. W. H. Miller, secy. McArthur—\$25,000, bonds, have been voted for school building. L. A. Edwards, clk. Bethel—Figures will be received this spring for 2-story school building; \$50,000. Robertson & Fahnstock, Archts., Cincinnati. East Liverpool—Plans will be submitted for proposed high school December 16. Cleveland—Architect Willard Hirsch has plans for additions to two schools in East Cleveland.

### OKLAHOMA.

Tulsa—Associate Architects Starr & Cross, Tulsa, have plans for Kendall schools (1-story school units, 2-story auditorium); \$40,000. Bids received Dec. 15.

### OREGON.

Aurora—School building will be erected costing \$6,000.

### PENNSYLVANIA.

Philadelphia—Architect J. H. Cook has plans for 3-story school building, consisting of two-wing additions; \$75,000. Bids received Dec. 6. Donora—Bids received February 1 for 2-story school building, including swimming pool and gymnasium; \$125,000. Benjamin Fielding, secy. Ardmore—Bids will be advertised for 2-story school building; \$75,000. Furness, Evans & Co., Archts., Philadelphia. Williamsport—Two-story addition will be built to cost \$4,000. O. G. Kaupp, pres. Philadelphia—Plans are being prepared for school at Fifty-eighth and Willows Ave. Philadelphia—A high school to be erected at Forbes and Boundary Street is contemplated; \$500,000. One or two 16-room elementary schools are planned for the Hiland school district and a 16-room building for the Bellefield district. Other structures which are contemplated are 8-room buildings for the Hazelwood, Beechwood and Belmar districts.

Mr. Carmel—Architect C. S. Adams, Philadelphia, has plans for 2-story school building; \$75,000. Philadelphia—Bids have been re-advertised for school building at Third and Mifflin Sts. Bids will be received for proposed school building at Thirteenth and Grange Sts.

Easton—Arch. E. H. Wenzelberger has plans for 2-story school building; \$75,000. Dr. Floyd C. Sandt, Cattell and New Sts. McKeesport—Archts. Carlisle & Sharrer, Pittsburgh, have plans for 2-story school building; \$35,000. Rev. J. M. Rae, pastor St. Pius' Church.

Liberty—Archts. Ingham & Boyd, Pittsburgh, have plans for alterations to school building, West Liberty; \$15,000. Ephrata—Contemplate addition to school in spring. Mr. Fishburn, secy. Philadelphia—The school board has been asked to support a movement for the purchase of a site for a new district high school in the eastern section of Twenty-second ward, East Germantown.

Llanerch—Bids received this spring for 2-story school building; \$50,000. Blithe & Richards, architects, Philadelphia. Mansfield—Figures will be received shortly for 2-story school building; \$40,000. Pierce & Bickford, architects, Elmira, N. Y. Moosic—Architects Davey & Crowther, Scranton, have plans for 8-room school building. Warren—Architect E. A. Phillips has plans for 2-story school addition. Norman Spencer, chairman. Swissvale—Twelve-room school will be erected on La Crosse avenue. Bradford—Plans have been prepared for addition to high school (gymnasium, manual training, lockers, assembly hall). E. E. Brickell, architect. Altoona—Plans have been submitted by Architects Shollar & Hersh for addition to Curtin school. Carlisle—Sites are being considered for technical school.

### RHODE ISLAND.

Providence—The city council has approved the proposition to erect a 23-room school building near the Birmingham Street school.

### SOUTH DAKOTA.

Watertown—\$15,000, bonds, have been voted for Garfield School. T. H. Davis, city auditor.

Rapid City—Arrangements are being made for erection of high school; \$100,000. Geo. H. White, secy.

### TENNESSEE.

Johnson City—\$50,000, bonds, have been voted for high school. Address clerk.

Cordova—Bids have been received for high school; \$20,000. W. L. Terry, secretary building commission of Shelby County, Memphis, Tenn.

Memphis—Plans will start soon on school building; \$10,000. H. S. Johnson, secy.

### TEXAS.

Bogata—Architects Glenn Bros., Wichita Falls, have plans for 3-story school building; \$12,000. Houston—Bids received Dec. 16 for 3-story school building (plumbing, steel lockers, vacuum cleaner). D. C. Smith, Jr., secy.

Denison—\$100,000 have been appropriated for high school. Plans have been prepared for the approval of the school board.

Texarkana—\$50,000, bonds, have been voted for school building purposes. Goliad—School will be erected shortly.

Dallas—Sites are being considered for schools in North, East and South sections.

### VIRGINIA.

Danville—Plans and specifications have been prepared for an auditorium and four additional rooms for the Bellevue school; \$30,000. G. W. Cooke, chairman building committee.

### WASHINGTON.

Spokane—School will be erected at Seventh and E. Sts.; \$40,000. R. C. Sweat, Archt.

Granger—Preparations have been made for erection of high school; \$15,000. Satus—School will be erected.

Alfalfa—School will be erected.

Wilkeson—Architects Heath & Gove, Tacoma, have plans for 3-story school; \$32,000. Chehalis—Two school buildings are contemplated for the town of Coal Creek, one to be located at the lower end of the valley and another at the upper end.

### WEST VIRGINIA.

Clarksburg—Arch. William B. Ittner, St. Louis, has sketches submitted for 3-story school building; \$140,000.

Morgantown—Two school buildings have been contemplated; details will be given later.

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Wheeling—Architect Geo. S. Mooney has plans for school building; \$30,000. John Leisure, secretary. Charleston—Considering erection of high school building for 1,000 students. Bonds to be voted.

Summersville—Architect H. R. Warne, Charleston, has plans for 8-room high school, including auditorium; \$30,000.

### WISCONSIN.

Conrath—Bids received Dec. 19 for school. Stevens Point—Figures will be received Jan. 1 for 6-room grade school. Albin & Haesler, Archts., St. Paul.

Menomonie—New buildings and additional equipment are being discussed for the Stout Industrial Institute. Stevens Point—Plans will be ready January 1 for 2-story grade school. Albin & Haesler, Archts., St. Paul, Minn. Plans are also being prepared for addition to high school (auditorium and gymnasium). Superior—Plans and specifications are being prepared for addition to Carpenter school. Janesville—Contract has been let for erection of Riverside school.

Marinette—Architect J. D. Chubb, Chicago, Ill., submits plans February 1st for the proposed high school building. Oakfield—Arrangements are being made for the erection of a Lutheran school building.

Racine—Plans are being considered for erection of new school building in southwestern section of city; \$100,000.

### WYOMING.

Worland—An industrial institute will be erected.

### Common School Studies.

Cleveland, O. Superintendent J. M. H. Frederick is working on a plan to obviate term examinations as a basis for promotion. He proposes to base promotions entirely upon term work, the examination to constitute simply a taking of stock.

According to the plan the term examination is not to be the final test of a pupil's eligibility for promotion. If a pupil's term work has been satisfactory, and if, in the teacher's estimation, he should be promoted, he may be advanced even though he fails in the term examination. In cases where the term work has been doubtful and yet the final examination was successful, the pupil may be promoted if the teacher is of the opinion that the low mark is due to other than poor scholarship.

Supt. Charles E. Chadsey of Detroit, Mich., has recently declared that the present course of study in the Detroit schools is responsible for an overburden of arithmetic. Mr. Chadsey believes that pupils who have passed the sixth or seventh grade should study branches which are mainly practical in their relation to the vocations which they will follow later in life. As an example of the lack of adaptation to the pupil's need, he has called attention to the fact that many girls who would undoubtedly take up the duties of married life would have little occasion to use the complicated processes taught in high school arithmetic. Their needs are not the same as those of the boys or girls who are anticipating entering commercial work.

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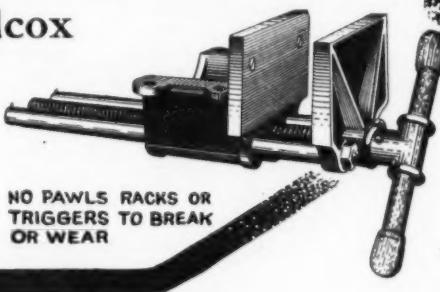
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### DEPARTMENTAL GRAMMAR SCHOOL IN THE SMALLER CITY.

(Concluded from Page 15)

There has been an increasing percentage of eighth-grade pupils who "survive into" the high school. In these days when so much is being written on "The gigantic failure of the public schools," it requires some courage (!) to state that all eighth grade pupils go on into the high school. Nevertheless they do in Washington. The usual things are done to bridge the gap, but the spirit of hard work, the zest of success, and the confidence of ability enjoyed by each pupil do more than anything else to this end.

There are some who fail to win promotion, but they uniformly stay with it. There were six failing to go on with the class in this building last June. One has removed to another city, and is reported in school there, the others are in school here in the old grade. The entire eighth grade promoted is in the high school.

One instance of the gang spirit stands out conspicuously. In March the high-school juniors and seniors were indulging in some enthusiasm and partisanship over colors. The grammar school pupils were ambitious observers, anxious to imitate. Their request for colors was promptly denied. They came back at once with a proposal to purchase a flag for the building by personal contributions from pupils. One thing led to another as the idea advanced and finally, on Decoration Day, their flag was hoisted by the local military company according to United States army regulations and full ceremonies. The pupils were massed at the front of the building. The seventh grade recited The American Flag, by Drake, and the eighth grade gave the regulation school flag

salute. The local G. A. R. Post, W. R. C., and D. A. R., organizations were assembled as guests of honor at the invitation of the school. These exercises were preliminary to the usual public ceremonies and the parade of the day, in which the full strength of the schools marched. In this parade the grammar school pupils were proud to carry an old tattered flag which had been presented to the local company as they departed for the front in 1862, and kept by them during the war.

One great handicap to this school is the lack of grounds. One quarter block is the site, and the building uses much of that. But in spite of that fact, the play side of the pupils has not been neglected. Two eight-arm giant strides have been in popular use over a year, and this fall organized play in games was instituted. Two teams each in indoor baseball, and volleyball, played alternately, have been organized among the boys, and four teams for volleyball among the girls. A regular series of games is played and scores are officially recorded. When weather prevents outdoor games, gymnasium classes in setting-up drills, and appropriate games are given twice each week. The play is supervised by the Athletic Director of the schools. This practical effort of the community to direct the outside life of the pupils makes an ideal arrangement for the schools, and the influences both direct and indirect are making themselves evident within the school.

As now working, the Central grammar school, on the departmental basis, has fully demonstrated its possibilities and superiority to the separate grades plan.

### SCHOOL IMPROVEMENT IN MAINE.

(Concluded from Page 14)

- E. More careful supervision.
- F. Better organized course of study.

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**Case:** Golden Oak, cabinet finish.

This clock does not require special battery for its operation and it is especially well adapted for small schools. It can be connected to any push button or annunciator system.

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G. More sympathetic support and interest of the community.

Five methods of securing attention are suggested:

1. *Special reports of the superintendent.* A careful examination should be made of every school with respect to the physical condition of the building, grounds and equipment. A businesslike report should be drawn up of defects found and improvements needed with some details as to possible cost of repairs and extensions.

2. *Teachers' meetings.* In every town the teachers may be shown the way in which they can aid one another in mutual improvement as well as the points wherein they can help the people better to understand the objects for which they are working. Superintendents of nearby towns may be invited to aid in this work.

3. *By local citizens' meetings.* Every country school should arrange one or more meetings of its citizens for a discussion of the needs of their school and the ways of meeting them.

4. *By co-operation with other agencies.* The local grange and all other organizations interested in rural life may hold public meetings and in other ways to co-operate in carrying forward the program of improvement.

5. *By newspaper publicity.* The local and daily papers will help by printing all items of public interest if they are approached properly.

The school board of Brockton, Mass., has adopted a recommendation that all future school buildings which are erected shall contain a small room for the use of the school nurse. In the old buildings which are not fitted with the special room it was decided to set aside a room wherever possible.



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"These kids I teach aren't a bit slow," observed a school teacher. "In fact, I'm afraid they read the papers. The other day I proposed the following problem to my arithmetic class:

"A rich man dies and leaves \$1,000,000. One-fifth is to go to his wife, one-sixth to his son, one-seventh to his daughter, one-eighth to his brother and the rest to foreign missions. What does each get?"

"A lawyer," said the littlest boy in the class promptly.

**He Knew.**

"Ever surrounded by wolves?"

"No; but I know the sensation. I used to open the dining-room doors at a boys' preparatory school."

**Language.**

Johnny:—"Miss Jones, please, what's a fortification?"

Teacher:—"A big fort."

Johnny:—"Well, teacher, then is a ratification a big—"

Teacher:—"John, leave the room at once."

**Just One Guess.**

A school concert, of all things! Four little girls were dressed to represent the word "Star" and each had one letter of that word pinned upon her snowy-white dress. Each letter began the verse of a touching little song.

"Now, my dears," said the mistress, "form yourselves in position and wait until the curtain goes up."

The little girls did as they were told, and while the piano played the accompaniment the curtain went up.

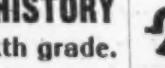
Instead of applause to greet the little girls, howls from the audience met them.

Now, what word did they spell?



Commencement Day at a Correspondence School.—Puck.

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HARDING'S STORY OF EUROPE, \$.60, for your sixth grade.  
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SCHOOL, & OTHER  
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HOW ABOUT THE MAN THAT MAKES ONE PENCIL DO THE WORK THAT THREE OR FOUR DID BEFORE, BY PROVIDING

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IN THE PRIMARY GRADES OF SCHOOL?

Write for Sample of this Pencil

**Joseph Dixon Crucible Co., Jersey City, N. J.****The Week in School.**

Monday's Adenoidal Day—  
Bring the bandages and salve;  
For Doctor Jones will cut away  
The adenoids you have,  
No doubt you will be overjoyed,  
When Doctor Jones is through,  
To know no fretful adenoid  
Again will trouble you.

Tuesday will be Tonsil Day—  
Of that please make a note;  
For Doctor Brown will cut away  
The tonsils from each throat,  
Bring cotton, lint and vaseline,  
This class meets sharp at ten,  
And tonsils will be snipped off clean—  
Nor trouble you again.

Wednesday is Appendix Day  
For Classes A and B;  
When Doctor Smith will cut away  
This superfluity,  
Please don't forget the day, as said—  
The classes meet at ten,  
Bring needles and a spool of thread  
To sew you up again.

Thursday's Antitoxin Day—  
So kindly be prepared:  
Bring gauze and antiseptic spray,  
All arms will be bared,  
Or left arms if you so elect,  
Be punctual, pray do;  
For Doctor Puncture will inject  
The serum sharp at two.

Friday's Vaccination Day  
For fall and winter terms;  
Those who have fresh scars will stay  
For anti-typhoid germs—  
Half a billion's the amount,  
Classes meet at four,  
Doctor Green will make the count—  
Doctor Gray will pour.

Saturday's Reaction Day—  
Thermometers at three;  
Bring stethoscopes—and Doctor Gray  
Will make blood-counts, to see  
How science triumphs o'er disease—  
How antitoxins rule,  
How mark the weekly program, please,  
And don't be late for school.

—Saturday Evening Post.

**Ornamental Only.**

A small boy, sent to the school clinic by the district medical inspector, was being questioned by the not very tactful nurse.

Nurse: What is your father?

Boy: Me old man?

Nurse: Yes, what is he?

Boy: He's my stepfather.

Nurse: Yes, yes, but what does he do? Does he drive a team or what?

Boy: O hell, he ain't done nothin' since we've had him.

A professor at a well known engineering college says that but for occasional innovations in the application of learning, such as the following, he would find it hard to judge the extent of his usefulness.

This question was asked upon an examination paper: "What steps would you take in determining the height of a building, using an aneroid barometer?"

The answer was: "I would lower the barometer by a string and measure the string."

The teacher was dictating to the pupils. She was giving them a list of the most noted authors of English literature; coming to Oliver Goldsmith she said: "About the most important works of Goldsmith are 'She Stoops to Conquer,' 'The Goodnatured Man,'

The next place is

ADJUST

L. O. Draper

Fusion Adj.

APPARA

Bausch &amp; L

Columbia Sc

McIntosh Sc

ART

Binney &amp; S

Eagle Penc

Jos. Dixon

Milton Br

American C

Devos, Dep

The Pranc

Beckley-Ca

ATHLETIC

Fred Medar

W. S. Toth

A. G. Spald

AUDIT

Peckham, I

Haney Sch

# Educational Trade Directory

The names given below are those of the leading and most reliable School Supply Houses and Publishers in the United States. None other can receive a place in this Directory. Everything required in or about a schoolhouse may be secured promptly and at the lowest market price by ordering from these Firms. If any desired item cannot be found listed, write to Wm. Geo. Bruce, Publisher, Milwaukee, Wis.

## ADJUSTABLE WINDOW SHADES.

L. O. Draper Shade Co. . . . . Spiceland, Ind.  
Fusion Adj. Shade Co. . . . . Spiceland, Ind.

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Bausch & Lomb. . . . . Rochester  
Columbia School Supply Co. . . . . Indianapolis, Ind.  
McIntosh Stereop. Co. . . . . Chicago

## ART MATERIALS.

Binney & Smith. . . . . New York  
Eagle Pencil Co. . . . . New York  
Jos. Dixon Crucible Co. . . . . Jersey City, N. J.  
Milton Bradley Co. . . . . Springfield, Mass.  
American Crayon Co., Sandusky, O.  
Devoe, Dept. 5. . . . . Chicago  
The Prang Co. . . . . New York  
Beckley-Cardy Co. . . . . Chicago

## ATHLETIC FIELD APPARATUS.

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W. S. Tothill. . . . . Chicago  
A. G. Spalding & Bros. . . . . Chicopee, Mass.

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Peabody School Furniture Co. . . . . No. Manchester, Ind.  
E. W. A. Rowles. . . . . Chicago  
Beckley-Cardy Co. . . . . Chicago  
American Seating Co. . . . . Chicago  
Peter & Volz Co. . . . . Arlington Heights, Ill.

## AUDITORIUM SCENERY.

Kansas City Scenic Co. . . . . Kansas City, Mo.

## BELLS.

St. Louis Bell Fdry. . . . . St. Louis, Mo.  
Mensey Bell Foundry. . . . . Watervliet, N. Y.

## BLACKBOARDS—COMPOSITION.

N. Y. Silicate Book Slate Co., N. Y.  
American Seating Co. . . . . Chicago  
Beckley-Cardy Co. . . . . Chicago

## BLACKBOARDS—NATURAL SLATE.

Albion Bangor Slate Co. . . . . Wind Gap, Pa.  
Alpha Slate Company. . . . . Bangor, Pa.  
Crown Slate Company. . . . . Pen Argyl, Pa.  
Diamond Slate Company. . . . . Pen Argyl, Pa.  
Excelsior Slate Company. . . . . Pen Argyl, Pa.  
Granville Hahn. . . . . Walnutport, Pa.  
Hamman Structural Slate Co. . . . . Bangor, Pa.  
William Harding & Co. . . . . Pen Argyl, Pa.

## DOMESTIC SCIENCE EQUIPMENT.

Orr & Lockett Hdw. Co. . . . . Chicago

## DOMESTIC SCIENCE TABLES.

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## DOMESTIC SCIENCE STOVES.

Grand Rapids Hand Screw Co. . . . . Grand Rapids, Mich.

## DRINKING FOUNTAINS.

Mahoney Fountain Co. . . . . Portland, Me.

## ERASERS.

N. Y. Silicate Book Slate Co., N. Y.  
Peckham, Little & Co. . . . . New York

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Dow Wire & Iron Works. . . . . Louisville, Ky.

## FIRE EXIT LATCHES.

Vonnegut Hdw. Co. . . . . Indianapolis, Ind.

## FIRST-AID CABINETS.

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Samuel Cabot. . . . . Boston

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Kewaunee Mfg. Co. . . . . Kewaunee, Wis.

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C. T. Tannevitz Co. . . . . Grand Rapids, Mich.

Cleveland Inkwell Co. . . . . Cleveland, O.

## DOMESTIC SCIENCE STOVES.

Grand Rapids Hand Screw Co. . . . . Grand Rapids, Mich.

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Springfield San. Drink. Fountain Co. . . . . Kewaunee, Wis.

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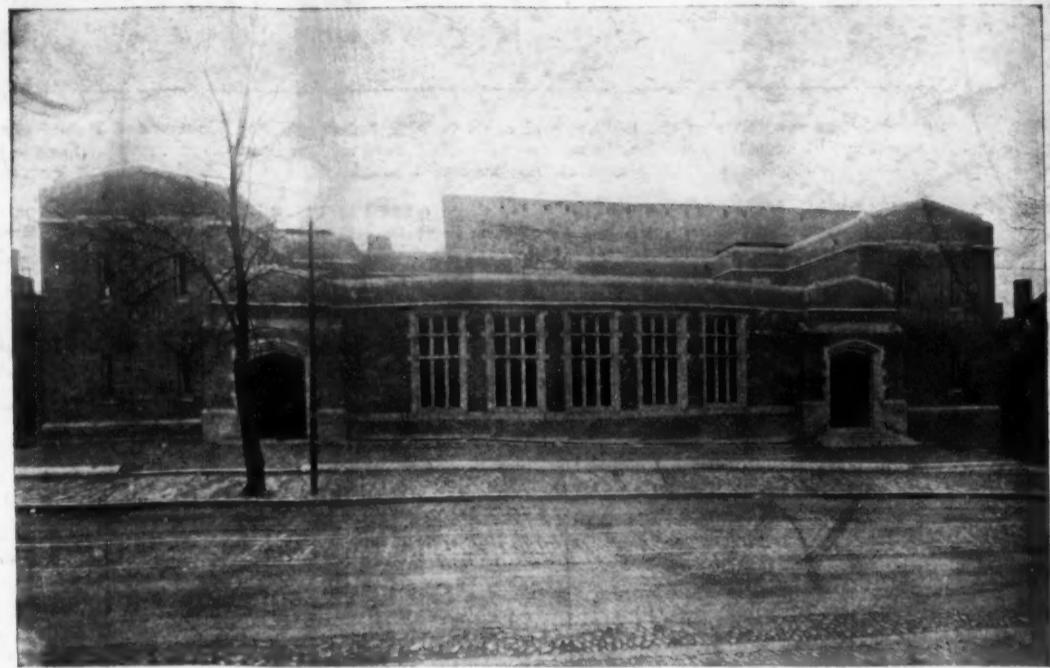
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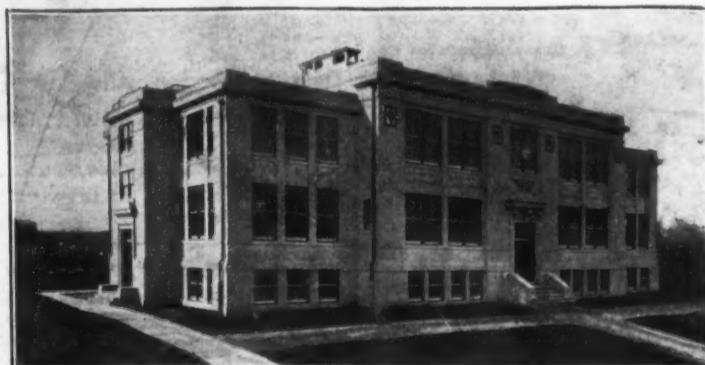
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